CANTONESE

BASIC COURSE
VOLUME ONE

ELIZABETH LATIMORE BOYLE
with the assistance of
PAULINE NG DELBRIDGE and others

FOREIGN SERVICE INSTITUTE
WASHINGTON, D.C.
1970

DEPARTMENT OF STATE

FOREIGN SERVICE INSTITUTE
BASIC COURSE SERIES
Edited by
AUGUSTUS A. KOSKI

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price $3.50

PREFACE

Cantonese is the principal language of Kwangtung province in Southeast China, parts of neighboring Kwangsi province, and Hong Kong and Macau on China's southeast periphery. In addition Cantonese is spoken by ethnic Chinese in Vietnam, Cambodia, Laos, Singapore and Malaysia, with the number of speakers in Southeast Asia being between 45 and 50 million altogether. Americans of Chinese descent in the U.S. are almost entirely of Cantonese origin.

Among the many dialects of Cantonese, the prestige variety spoken in Canton is standard, by definition, and is imitated over a wide area which includes Hong Kong. It is this dialect which is represented in the two-volume FSI **Cantonese Basic Course** *and the related tape recordings.*

The course, intended to provide a syllabus for an intensive course of about 400 classroom hours in spoken Cantonese, was prepared by Elizabeth Latimore Boyle with special assistance from Pauline Ng Delbridge. The direct costs were borne by the U.S. Office of Education. The Foreign Service Institute sponsored the project and underwrote the indirect costs.

The project profited considerably from the help of Cheong Kwong-yu of the National Taiwan University, who was one of the teachers in the earliest try-out of the course and who subsequently served as advisor on pronunciation and usage. Of additional help were the suggestions of Mr. Lung Sing, Cantonese instructor in the American Consulate General in Hong Kong, and the critiques of experienced instructors under Mr. Liu Ming in Hong Kong. Liu Ming, who is director of the Chinese Language Center at New Asia College, also assisted in assembling a staff to voice the text.

Professor John McCoy of Cornell read the manuscript in an early version and made helpful suggestions. Professor James E. Dew of the University of Michigan commented on the first five lessons and contributed two sections of pronunciation drills.

Miss Telia Thweatt had a unique sequence of service in the project, participating first as a student in the try-out of the course in Taipei, then as typist and general

assistant for the present version. Mrs. Lily Lu prepared most of the final typescript. Linda Birkner of the FSI secretarial staff assisted in readying the camera copy for publication.

A Cantonese-English glossary appears at the end of each volume, three columns presenting respectively a romanization, the appropriate characters, and the gloss. A fourth column indicates where the item first occurs in the text. The characters for Volume I were written by Cheong Kwong-yu, and for Volume II by George Lin, Cantonese instructor at FSI..

The U.S. Information Agency cooperated by contributing recording studio time and technical personnel in Hong Kong and Taipei to make the tape recordings which accompany these volumes. N.C. Hon in Hong Kong and Y.T. Yu in Taipei were helpful both in their patience and in the care with which they made the recordings.

The Cantonese voices on the tapes are Pauline Delbridge, Chik Hon-man, Chow Wai-ming and Lung Yue-ching for the Basic Sentences and the Conversations for Listening. For the Drills, they are Cheong Kwong-yu and Ho Suk-ching. All grew up in Hong Kong with the exception of Miss Ho. Users of the tapes should be aware that Miss Ho, the female voice in all Drills in the FSI recording of this text, portrays a few deviations from the textbook standard. Particularly noticeable will be her use of [a] before [ŋ] where [ɔ] is standard in Canton and Hong Kong.

James R. Frith

James R. Frith, Dean
School of Language Studies
Foreign Service Institute

TABLE OF CONTENTS

	page
INTRODUCTION	vi
SYMBOLS USED IN THE TEXT	xvi
LESSON 1	1
LESSON 2	31
LESSON 3	56
LESSON 4	82
LESSON 5	104
LESSON 6	127
LESSON 7	152
LESSON 8	188
LESSON 9	200
LESSON 10	222
LESSON 11	241
LESSON 12	265
LESSON 13	289
LESSON 14	309
LESSON 15	330
APPENDIX 1: CONVERSATIONS FOR LISTENING	350
APPENDIX 2: GRAMMATICAL INDEX	366
CUMULATIVE VOCABULARY	371

INTRODUCTION

Scope of the text:

This Cantonese Basic Course is a course in spoken Cantonese. It uses all the basic grammatical structures of the language and a vocabulary of approximately 950 words. The subject matter of the course deals with daily life in Hong Kong. The course was designed to be taught in an intensive language program of 25-30 class hours a week. Students are expected to spend additional time outside of class listening to tapes of the lessons. There are 30 lessons in the course, and the rate of progress in an intensive class is expected to be approximately 2 lessons per week, including time for review and testing. Each lesson contains five sections: I) a Basic Conversation to be memorized, II) Notes, III) Pattern Drills, structural drills of the type in which the teacher's cue is the stimulus for the students' response, IV) Conversations for Listening, a listening comprehension section, and V) Say it in Cantonese, English to Cantonese practice, much of it in conversational question-answer form, in which students activate what they have learned in the lesson. The early lessons in addition contain explanation and practice drills on pronunciation points, and some classroom phrases for the students to learn to respond to when used by the teacher.

Method of Instruction:

Ideally, but perhaps not typically, instruction is by a team consisting of a native speaking Cantonese as instructor and a native speaking American as linguist, with the instructor teaching by voicing the Cantonese sentences of the text for the students to imitate and the linguist giving explanations in English when required. A good 80-90% of class time will then be spent with the native speaking instructor drilling the students in recitations, during which time the language in use is entirely Cantonese. Students will read the notes of each lesson outside of class, and questions they have on the text will be answered in English by the linguist during periods set aside for that purpose. Questions in English are not asked during drill sessions with the instructor. Psychologically this establishes the habit of using only Cantonese in classes with the instructor. Class time is concentrated on learning the language by imitation, repetition,

and transformation, according to spoken cues. The instructor speaks at natural speed, and the students learn to comprehend and speak at the same natural speed. If there is no linguist to explain students' questions, special periods are set aside for students to ask questions of the instructor. It is recommended that the rhythm of the drills not be interrupted by questions in English.

Pace:

Although the course is projected as a 16 week course if studied on an intensive program, the time plan is to be viewed as a rough guide only. The number of students in the class, their language learning aptitude, their amount of previous experience with related languages, the amount of time available for outside study, the excellence of the teacher--all these are variable factors which could affect the pace of learning.

An earlier version of the course was tested out on a pilot class of five students during the summer of 1967, and the proposed pace of two lessons a week seemed about right. However the students in that course had been selected on the basis of a roughly the same language aptitude score on the Modern Language Aptitude Test, and they had all previously studied Mandarin Chinese, a closely related language. Also, the present version incorporates pronunciation practices which the earlier version did not have, and additional Conversations for Listening and Say It in Cantonese sections.

It is therefore suggested that the teacher rely on his own judgment in regard to the pace of the lessons, rather than follow a set pace rigidly. The text has been devised so that the crucial grammatical structures are covered in the first 26 lessons. By covering the first 26 lessons well students will gain a firm structural control of the spoken language. We firmly feel that confident mastery of the first 26 lessons is preferable to hesitant control of the entire text, if a choice must be made between the two. The rule of thumb should be that before going on to a new lesson students should be able to recite the old lesson's Basic Conversation fluently and with expression and should be able to do the Pattern Drills without looking at the book and without marked hesitation.

Objectives of the course:

The objectives of the course are to teach students to speak Standard Cantonese in the locales where Cantonese is spoken, to speak it fluently and grammatically, with acceptable pronunciation, within the scope of topics of daily life. The course was not designed to lay the groundwork for learning the written language. At the end of the course students will be able to buy things; talk on the telephone; ask and give directions; handle money; discuss events past, present, and future; make comparisons; talk about themselves and their families; tell time; order simple meals; talk with the landlord, doctor, servant, bellboy, cabdriver, waiter, sales-clerk; discuss what, when, where, why, who, how, how much. They will not be able to discuss politics or their jobs or other topics of a specialized nature.

Reliability of the material:

All the conversations and drills in this book were written by native Cantonese speakers working under the direction of an American linguist who specified which grammatical points to cover and what situations were required. The design of the text--what to cover, what sequence to use in introducing new material, what limits to set on vocabulary--, the write-ups of structure notes, types and layouts of pattern drills, and the contents of the English-to-Chinese translation sections, were done by the American linguist.

What we have done to handle the problem of limited structures and vocabulary is to plan the lessons so that certain topics and forms don't come up until rather late in the course. The words 'yesterday,' 'today,' and 'tomorrow,' for example, don't occur until Lesson 16. Meanwhile the student has built up the grammatical structure and vocabulary to talk fluently on some subjects which don't involve these expressions and the complexities of verb structures that are involved with time-related sentences. For this reason the present text is not appropriate for use of students whose needs are for just a few phrases of Cantonese--it takes too long from that point of view to get to some of the phrases which a tourist, for example, wants to use right away. But the student who can study hard on an intensive program for 4 months and cover at least 26 of the 30 lessons, will

then speak natural-sounding and grammatical Cantonese, and will be able to cope with most daily life situations in the language.

Procedure:

Basic Conversation. Each lesson begins with a Basic Conversation covering a daily life situation, organized around one or more grammatical points. The conversation is presented first in build-up form, then in recapitulation.

The buildup is partly a device to isolate new words and phrases for pronunciation and identification, partly a device to enable students to gain smooth delivery and natural sentence rhythm by starting with a small segment of a sentence then progressively adding to it to build a full sentence.

The recommended procedure for the buildup is as follows: Students open their books to the new lesson and look at the English equivalents as the teacher voices the Cantonese. The teacher voices the first item six times--three times for the students to listen only, three times for them to repeat after the teacher. (The teacher may voice the items more times, but it is recommended that he not do less.) The teacher then moves on to the next item and repeats the same procedure. When the entire buildup has been performed this way, the students close their books, and the teacher leads them through the buildup again giving each item one time, the students this time watching the teacher and imitating his behavior both vocal and kinetic--his lip movements, facial expressions, and body gestures. If the students have particular trouble with a portion of the buildup, the teacher may give it a few more repetitions than the rest, but if the difficulty persists, he drops it for the time being and marks it to return to later. Repetitions under pressure are quite tension-producing, and it works better to return to a difficult passage in a more relaxed mood.

In the recapitulation section the conversation is repeated in full sentence form. The teacher voices each sentence at least two times, with pauses after each sentence for students to repeat. The first goal is for the students to be able to say the conversation after the teacher at natural speed and with natural sentence rhythm.

Details of pronunciation are spotlighted in another section--the first goal for the conversation is sentence rhythm and natural speed.

The second goal is for the students to memorize the Basic Conversation, so they can say it independently without the teacher's model to follow, maintaining natural speed and rhythm. Students will find the tape recorder a valuable aid to memorizing. The tape recorder is tireless in furnishing a model for students to imitate, and enables them to procede at the pace best suited to their needs.

The purpose of memorizing the Basic Conversations is twofold. Memorizing situational material gives students tip-of-the-tongue command of useable Cantonese. Secondly, since the basic conversations are organized on grammatical principles, students by memorizing the conversations will be learning the grammatical framework of the language, on which they can construct other sentences.

The second day on the lesson, when students have memorized the conversation, it is recommended that the teacher have them act out the conversational roles. Later, after moving on to a new lesson, the teacher has them act out the Basic Conversation of an earlier lesson as a form of review.

Pronunciation Practice:

In general, the Pronunciation Practices concentrate on giving limited explanation and fuller practice drills on new sounds encountered in a lesson, plus comparison drills with sounds previously learned and sometimes comparisons with American close counterparts. Instead of giving many examples, using items unknown to the students the pronunciation drills stick to examples from material they have met in the Basic Conversation or Pattern Drills. The exception to this is Lesson One, which presents an overview of all the tones, consonant initials, and vocalic finals of the language, in addition to giving an introduction to intonation and stress. Students who absorb pronunciation best thouugh mimicking the model and who find the linguistic description of sounds confusing or boring or both, should concentrate on mimicking the model and skimp or skip the explanations.

Notes:

There are two kinds of Notes--Structure (grammar) Notes and Culture Notes. These are to be read outside of class.

The structure notes summarize the structures used in the Basic Conversations and practiced in the Pattern Drills, and are for those students who want a general explanation of how the language works. The students who absorb language structures better through learning model sentences and drilling variations of the model can concentrate on the Basic Conversations and Pattern Drills, and skimp on the Structure Notes.

The Culture Notes comment on some Cantonese life patterns which differ from our own.

Pattern Drills:

There are six kinds of Pattern Drills in Cantonese Basic Course. The purpose of the drills is to make the vocabulary and sentence structures sink in and become speech habits, so that the student understands spoken Cantonese without having to translate mentally and speaks fluently and grammatically at natural speed without awkward hesitation and groping for words.

The Pattern Drills give students practice in structures and words which have been introduced in the Basic Conversations. In addition, there are other vocabulary items which appear first in the drill sections. A plus sign marks each occurrence of a new word in this section, and the English equivalent is given.

Each drill begins with an example giving a model of the teacher's cue and the students' response. Then there follow 8 to 10 problems to be done on this pattern. The teacher gives the cue, and the student responds to the new cue following the pattern set in the example. The response is thus predictable, controlled by the pattern and the cue. In the book the cues are given in the left hand column and the responses on the right, with the example above.

Students will find that going over the drills in a session with the tape recorder before performing them in class with the teacher aids their grasp of the material and smooths their delivery. In class students look at their books to check the example for each drill,

to learn what their task is. Then they perform the drill with books closed, relying on the pattern of the example sentence and the cues provided to know what to say. A drill is mastered when the student can respond to the cues promptly, smoothly, and without reference to the book.

The types of drills follow:

1. Substitution Drills.

The teacher voices a pattern sentence, then voices a word or phrase (called a cue) to be substituted in the original sentence. The student notes the substitution cue and substitutes it in the appropriate place to make a new sentence.

Example: T (for Teacher): Good morning, Mrs. Brown. /Jones/
S (for Student): Good morning, Mrs. Jones.

2. Expansion Drills.

There are two kinds of expansion drills. One could be called a listen-and-add drill, using vocabulary and structures familiar to the students. The teacher says a word or phrase and the students repeat it. Then the teacher voices another word or phrase and the students add that word to the original utterance, expanding it. The teacher adds another cue, and the students incorporate it, and so on, making each time a progressively longer utterance.

Example: T: Hat
S: Hat
T: Blue
S: Blue hat
T: Two
S: Two blue hats.
T: Buy
S: Buy two blue hats.

This type of expansion drill is handled a little differently if it includes new vocabulary. In that case it is performed as a listen-and-repeat drill, the students echoing the teacher.

Example: T: Hat
S: Hat
T: Blue hat

S: Blue hat

T: Two blue hats

S: Two blue hats

In the second type of expansion drill the example sentence gives the model to follow and the students expand the subsequent cue sentences according to the pattern set by the example.

Example: T: I'm not Mrs. Lee. /Chan/

S: I'm not Mrs. Lee--my name is Chan.

3. Response Drills.

The response drills involve 1) question stimulus and answer response, or 2) statement stimulus and statement response, or 3) statement stimulus and question response.

Ex. 1: T: Is your name Chan? /Lee/

S: No, it's Lee.

Ex. 2: T: He speaks Cantonese. /Mandarin/

S: He speaks Mandarin too.

Ex. 3: T: He speak Cantonese. /Mandarin/

S: Does he speak Mandarin too?

4. Transformation Drills.

In transformation drills the students transform the grammatical form of the cue sentences from positive to negative to question, according to the pattern set in the example. A positive to negative transformation would be:

Ex: T: Her name is Lee.

S: Her name isn't Lee.

5. Combining Drills.

In combining drills the students make one long sentence from two short cue sentences, according to the pattern set in the example.

Ex: T: It's nine o'clock.

We study Chinese.

S: We study Chinese at nine o'clock.

6. Conversation Drills.

In conversation drills students carry on a conversation following the pattern set by the example. The book or the teacher furnishes cues to vary the content while retaining the structure.

Ex: A: Good morning, Mrs. Lee.
B: Excuse me, I'm not Mrs. Lee. My name is Chan.
A: Oh, excuse me, Miss Chan.
B: That's all right.

A.....Miss Smith.	A. Good morning, Miss Smith.
B.....Brown.	B. Excuse me, I'm not Miss Smith, My name is Brown.
A.....	A: Oh, excuse me, Miss Brown.
B.....	B: That's all right.

Conversations for Listening.

The Conversations for Listening, recorded on tapes, give the students a chance to listen to further conversations using the vocabulary and sentence patterns of the lesson under study. These can be listened to outside of class and replayed in class, with the teacher then asking questions (in Cantonese of course) on the selections and the students answering. Usually several replays are needed before the students' comprehension of the conversation is complete. After they understand a conversation in its entirety, it is recommended that they play it through two or three more times, listening especially for the expressive elements of intonation and final particles, as these occur primarily in conversation and not as natural features of pattern sentences which the students practice in the drill sections.

After Lesson 10, there will be new vocabulary in the Conversations for Listening, to help the story along. These words and phrases are glossed in Cantonese and English at the foot of each conversation in the printed text, but students will not be held responsible for learning them.

Say It in Cantonese.

The Say It in Cantonese section gives situations and sentences in English, and students are to give Cantonese equivalents. This section is to be performed in class for the linguist or the teacher, though the students may prepare it beforehand if they like. Students should recognize that there is often more than one acceptable way to 'say it in Cantonese.'

Vocabulary Checklist.

At the end of each lesson is a vocabulary checklist, giving the new

vocabulary for that lesson, the part of speech for each entry (noun, verb, etc.), and the English translation.

Suggestions for Further Practice.

The Say it in Cantonese section is the final working section of each lesson. After doing that section the teacher is encouraged to allow time for the students to carry on conversation practice using the material in the lesson. The teacher should be referee for this part, and make sure all students get a chance to participate. Some students are by nature more talkative than others, and the teacher must see to it, by asking a few questions of the more retiring students, that participation in free conversation is fairly evenly distributed and that the naturally talkative students don't do all the talking.

Repeating the dialogue of the Basic Conversations of earlier lessons is a good way to keep those vocabularies and sentences fresh in the students' minds. Also, selections from earlier dialogues can often be used during free conversation practice of the lesson under study.

System of Romanization Used.

The system of romanization used in the text is a modification of the Huang-Kok Yale romanization. It is described in detail in Lesson 1. In comparing Cantonese and Mandarin sentence structures the system of romanization used for the Mandarin is Yale romanization.

SYMBOLS USED IN THIS TEXT

adj	adjective
adj.s.	adjective suffix
adv	adverb
Aux V	auxiliary verb
bf	boundform, boundword
Cj	conjunction
CoV	co-verb
ex	exclamation; example
lit.	literally
m, M	Measure
MA	moveable adverb
n,N	noun
NP	noun phrase
nu	number
P	predicate
PAdv	paired adverb
PCj	paired conjunction
Ph	phrase
PhF	phrase frame
PW	placeword
prep	preposition
pro	pronoun
QV	quod vide (Latin for 'which see')
QW	question word
S	subject
sp	specifier
SPr	sentence prefix
SP	subject-predicate sentence
SVO	subject-verb-object sentence
ss	sentence suffix
sen.suf.	sentence suffix
sur	surname
t	title
TA	term of address
TW	timeword
v,V	verb
VO	verb-object construction
VP	verb phrase
Vsuf	verb suffix
var	variant
(-)	= doesn't occur
[ ]	= 1. re pronunciation = phonetic transcription.
	2. in cumulative vocabulary list, following noun entries = M for the N
	3. within the text of English gloss = literal translation of the Cantonese term.

CLASSROOM PHRASES

The instructor will address you in Cantonese from the first day of class. The following are some instructions which you should learn to respond to. Look at your books while the instructor reads the phrases the first time. Then close your books, and the teacher will give the phrases several more times, using gestures to help you understand. Repeat the phrases after him, mimicking his movements as well as his voice, to help you absorb the rhythm and meaning.

1. Yíhgā néihdeih tèngjyuh ngóh góng.	Now you (plu.) listen while I speak. (i.e., listen, but don't repeat.)
2. Yíhgā ngóh góng, néihdeih gànjyuh ngóh góng.	Now I'll speak and you repeat after me.
3. Kámmàaih bún syù. or Kámmàaih dī syù.	Close the book. or Close the books.
4. Dáhòi bún syù. or Dáhòi dī syù.	Open the book. or Open the books.
5. Yíhgā yāt go yāt go góng.	Now recite one by one.
6. Yātchàih góng.	Recite all together. (i.e., in chorus)
7. Yíhgā yātchàih gànjyuh ngóh góng.	Now all together repeat after me.
8. Joi góng yāt chi.	Say it again.
9. M̀hhóu tái syù.	Don't look at your book(s).

I. BASIC CONVERSATION

A. Buildup:

(At the beginning of class in the morning)

hohksāang	student
Hohksāang	
Hòh	Ho, surname
Sàang	Mr.
Hòh Sàang	Mr. Ho
jóusàhn	"good morning"
Hòh Sàang, jóusàhn.	Good morning, Mr. Ho.
sīnsàang	teacher
Sīnsàang	
Léih	Lee, surname
Táai	Mrs.
Léih Táai	Mrs. Lee
Léih Táai, jóusàhn.	Good morning, Mrs. Lee.
Hohksāang	
deuimhjyuh	excuse me
ngóh	I
haih	am, is, are
mh-	not
mhhaih	am not, is not, are not
Ngóh mhhaih Léih Táai.	I'm not Mrs. Lee.
Deuimhjyuh, ngóh mhhaih Léih Táai.	Excuse me, I'm not Mrs. Lee.
sing	have the surname
Chàhn	Chan
Ngóh sing Chàhn.	My name is Chan.
Sīnsàang	
síujé	Miss; unmarried woman
Chàhn Síujé	Miss Chan
A	Oh, Ah, a mild exclamation
A, deuimhjyuh, Chàhn Síujé.	Oh, excuse me, Miss Chan.
Hohksāang	
Mhgányiu.	That's all right. OR It doesn't matter.

(At the end of the day, the students are leaving class.)

Hohksāang

Joigin. Goodbye.

SĪnsàang

Joigin. Goodbye.

B. Recapitulation:

(At the beginning of class in the morning:)

Hohksāang

Hòh Sàang, jóusàhn. Good morning, Mr. Ho.

SĪnsàang

Léih Táai, jóusàhn. Good morning, Mrs. Lee.

Hohksāang

Deuimàhjyuh, ngóh mhhaih Léih Táai. Excuse me, I'm not Mrs. Lee.

Ngóh sing Chàhn. My name is Chan.

SĪnsàang

A, deuimàhjyuh Chàhn Síujé. Oh, excuse me, Miss Chan.

Hohksāang

Ṁhgányiu. That's all right.

(At the end of the day, the students are leaving class:)

Hohksāang

Joigin. Goodbye.

SĪnsàang

Joigin. Goodbye.

+ + + + + + + + + + + + + + +

Introduction to Pronunciation:

A. Tones:

You have probably heard that Chinese languages are tone languages, and know this means that sounds which are the same except for rise and fall of the voice mean different things. This sometimes leads to confusion and/or merriment when a foreigner gets a tone wrong in a phrase, and says 'lazy' when he means 'broken,' 'sugar' when he means 'soup,' 'ghost' when he means 'cupboard,' and so on--and on and on.

In Cantonese there are seven tones, that is seven variations in voice pitch having the power to combine with an otherwise identical syllable to make seven different meanings. This is best illustrated by examples, which your teacher will read to you:

si 思	think	(High falling tone)
sí 史	history	(High rising tone)
si 試	try	(Mid level tone)
sī 詩	poem	(High level tone)
sih 時	time	(Low falling tone)
sih 市	a market	(Low rising tone)
sih 事	a matter; business	(Low level tone)

Below is a practice exercise on the seven tones. Close your books and concentrate on listening to the teacher or tape. Repeat loud and clear during the pause after each syllable or group of syllables.

(This practice section on the basic tones was prepared by Prof. James E. Dew.)

1. si, sí____; sí sí____; si si____; sī sī____; sih sih____; sih sih____; sih sih____.
2. si sí si____; si sí si____; si sí si sī____; si sí si sī____; sih sih sih____; sih sih sih____.
3. si sí____; si sí____; sih sih____; sih sih____; si sih____; si sih____.
4. si sih____; si sih____; si sih____; si sih____; sī si sih____; sī si sih____.
5. fàn fán fan____; fàn fán fan____; fàn fán fan fān____; fàhn fáhn fahn____; fàhn fáhn fahn____.
6. fàn fán____; fàhn fáhn____; fan fān fahn____; fān fan fahn____; fàn fàhn____; fán fáhn____; fàn fán fan fān____; fàhn fáhn fahn____.
7. bà bá ba____; bà bá ba____; màh máh mah____; màh máh mah____; bà bá ba màh máh mah_____.
8. bin bín bin____; bin bín bin____; bin bín bin bīn____; mihn míhn mihn____; mihn míhn mihn____.
9. bīt bit miht____; bin bín bin bit bīt____; mihn míhn mihn miht____; bin bín bin bit bīt____; mihn míhn mihn miht____.

10. sī, fàn, bà, bin____; sí fán bá bín____; si, fan, ba, bin____; sī, fān, bīn, bīt____; sih, fàhn, màh, mihn____; síh fáhn, máh, míhn____; sih, fahn, mah, mihn____; sí sí si sī, sih síh sih____; bìn bín bin bit bīt, mihn míhn mihn miht____.

Discussion of Tones:

There are seven tones in Standard Cantonese. Their designations, together with examples of each tone, are:

1. high level	sī 詩	fān 分
2. high falling	si 思	fàn 婚
3. high rising	sí 史	fán 粉
4. mid level	si 試	fan 訓
5. low falling	sih 時	fàhn 焚
6. low rising	síh 市	fáhn 憤
7. low level	sih 事	fahn 份

You will note that the tones have three contours--level, rising, and falling.

There are three level tones: high level, mid level, and low level.

ex: hl: sī 詩
ml: si 試
ll: sih 事

There are two rising tones: high rising and low rising.

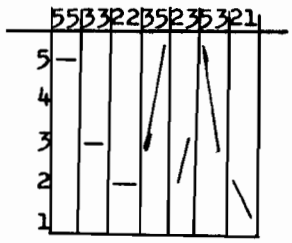
ex: hr: sí 史
lr: síh 市

There are two falling tones: high falling and low falling.

ex: hf: sì 思
lf: sìh 時

Following a chart devised by Y. R. Chao, we graph the tones of Cantonese on a scale of one to five, thus:

high level	:55	sī 詩
mid level	:33	si 試
low level	:22	sih 事
high rising	:35	sí 史
low rising	:23	síh 市
high falling	:53	sì 思
low falling	:21	sìh 時



In present day Standard Cantonese as spoken in Hong Kong the high falling tone seems to be dying out. Many people do not have a high falling tone in their speech, and use high level tone in place of high falling. These people then have just six tones in their speech. In this book we mark seven tones, but your teacher may only have six, and the tapes accompanying the text include the speech of some speakers with only six tones. Copy what you hear. High falling and high level tones are given in the examples below. If you do not hear a difference, your teacher doesn't differentiate.

Ex: high-falling, high-level contrasts:

Ex: 1.	sàam	three	三
	sāam	clothing	衫
2.	fàn	divide	份
	fān	minute	分
3.	Hòh Sàang	Mr. Ho	何生
	hohksāang	student	學生
4.	sí	think	思
	sī	poetry	詩

Tonal Spelling:

The system of tonal spelling we will use in this book is a modified form of the Huang-Kok Yale romanization. This system divides the tones into two groups, an upper register group and a lower register one. The lower register tones are marked by an h following the vowel of the syllable. This h is silent and simply indicates lower register. The upper register group doesn't have the h:

Ex:	Upper register tones:	sī	詩
		sí	思
		sí	史
		si	試
Ex:	Lower register:	sìh	時
		síh	市
		sih	事

The rising, falling, and level contours of the tones are indicated by the presence or absence of diacritics over the vowel

of each syllable. The diacritics are: ̀, ́, ̄, representing falling, rising, and level respectively.

Ex: à falling
á rising
ā level

The absence of a diacritic represents level tone.

Ex: a

Using three diacritics and the low register symbol h, we spell the seven tones thus:

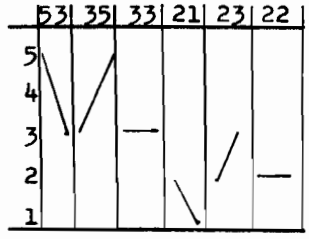
ā	high level
a	mid level
ah	low level
à	high falling
àh	low falling
á	high rising
áh	low rising

The low register symbol h follows the vowel of the syllable. If the syllable ends with a consonant, the h still follows the vowel, but comes before the final consonant.

Ex. sahp ten
sèhng whole, entire

Traditionally Chinese recite Cantonese tones in upper register-lower register sequence, in the order falling, rising, level, thus:

sī	思	53
sí	史	35
si	試	33
sìh	時	21
síh	市	23
sih	事	22



This is the way Cantonese themselves recite tones. You will note that the high level tone is not recited traditionally. There are historical reasons for this which we won't go into here.

In a few words the consonants m and ng occur as vowels, and in these cases the diacritics are placed above the n of ng and the m.

Ex: m̀h 'not'
ńgh 'five'

Tones in Sequence:

Tone Sandhi. Changes in the basic sound of tones when syllables are spoken in sequence is called tone sandhi. The high falling tone in Cantonese undergoes tone sandhi in certain position, as follows:

1. When high falling tones occur in succession without intervening pause, all but the final one are pronounced as high level.

Ex: hf + hf becomes hl + hf

燒豬 1. sīu jyù ------ sīujyù 燒豬
roast pig roast pork

傷風 2. sēung fùng ---- sēung fùng 傷風
hurt wind to catch cold

傷風添 3. sēung fùng tīm! --sēung fūng tīm! 傷風添
hurt wind ! caught cold!

2. When a high falling tone occurs before a high level tone without intervening pause, it is pronounced as high level.

Ex: hf + hl becomes hl + hl

租屋 1. jòu ūk -------jōu ūk 租屋
rent house to rent a house

西餐 2. sài chāan --- sāichāan 西餐
west meal western food

In this book high falling tone has been written high level only when the tone sandhi is within word boundaries. For separate words, the high falling will be marked with its usual diacritic.

Ex.	Separate forms		Combined forms	
先生	sīn	sàang -------	sīnsàang	先生
	first	born	man, teacher, Mr.	
張生	Jèung	Sàang -------	Jèung Sàang	張生
	Cheung	Mr.	Mr. Cheung	

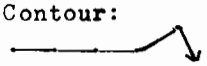
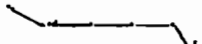
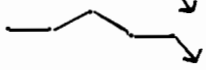
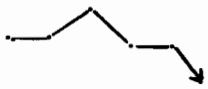
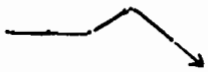
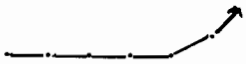
Tones not 'sung.'

That Cantonese is a tone language does not mean that sentences in it are sung as you would sing a musical phrase. Music has sustained notes and strict rhythmic scheme, the spoken language does not. At first you may feel that Cantonese sounds sing-song,

but practice will bring familiarity and soon it will sound natural to you.

B. Intonation:

A sentence may be said different ways, to stress different points in the sentence and also to express what the speaker feels about what he is saying. To give an English example, the sentence 'So glad you could come,' may be said:

	Sentence:	Contour:	Indicates:
1.	So glad you could come.		normal polite
2.	So glad you could come.		effusive polite
3a.	So glad you could come.		(even if your wife couldn't make it)-- cordial
3b.	So glad you could come.		(even if your wife couldn't)-- sarcastic
4.	So glad you could come.		(after having thought you couldn't)-- cordial
5.	They were glad you could come?		question

The graphs of the sentence contours above represent the rise and fall of the voice pitch throughout the length of the sentence. This rise and fall over sentence length we call an "intonation."

You will note that the question sentence (#5) rises in pitch at the end, and the statement sentences (#1 - 4) all end with falling pitch, although within their contours rise and fall occurs at different points. In English sentence-final fall is the norm, and sentence-final rise expresses doubt.

Intonation also has another job within a sentence--it can express how the speaker feels about what he is saying. By expressive rise and fall of his voice, by varying his "tone of voice," the speaker can indicate that he is angry or happy, doubtful or certain, being polite or rude, suggesting or demanding.

Cantonese sentences too exhibit intonation contours. Sentence-final contours in particular are much more varied in Cantonese than in English, and capable of expressing quite a range of emotional implications.

You may wonder how intonation affects the tone situation in Cantonese, each syllable having as it does its characteristic tone. How the tone contours operate in the framework of sentence contour has been compared to the action of ripples riding on top of waves. Each ripple relates to the one before it and behind it, whether in the trough of the wave or on the crest.

Sentence Stress:

In speaking of sentence stress we mean relative prominence of syllables in a sentence--loud or soft (heavy or light), rapid or slow. Consider the stress pattern of the following English sentences:

1. I'm John Smith. (In response to "Which one of you is John Smith?")
2. I'm John Smith. (In response to "I was supposed to give this letter to Tom Smith.")

In the sentences above the stressed syllables (those underlined) give prominence to the information requested in the stimulus sentences.

In certain sentences stress differences alone indicate difference in message content. The pair of sentences often quoted in illustration of this is:

1. Ship sails today. (The ship will sail today.)
2. Ship sails today. (Please ship the sails today.)

Another example, from a headline in a newspaper:

Boy Scratching Cat Is Caught, Destroyed

How do you stress that one?

Sentence Pause:

Another feature important in establishing natural sentence rhythm is pause--the small silences between groups of syllables. Note the following English sentences:

In considering him for the job he took
into account his education, previous
experience, and appraised potential.

There is a pause between "job" and "he" in the sentence above, and if you read it instead pausing after "took," you find the sentence doesn't make sense--you have to go back and read it again putting a pause in the right place.

We will not discuss Cantonese stress and pause features in this Introduction, other than to say that Cantonese sentences, like English ones, do exhibit stress and pause phenomena, as well as intonational ones. What this effectively means for you as a student is that you must not concentrate solely on learning words as individual isolated units; but in imitating the teacher's spoken model, you should be alert to his delivery of phrase-length segments and whole sentences, and should mimic the stress, pause, and intonation of the phrases you repeat.

C. Consonants and Vowels

We regard the syllable in Cantonese as being composed of an initial and a final. The initials are consonants. The finals are vowels, or vowels plus consonants. Tones are also included as part of the final.

The practices that follow include all the initials and finals in Cantonese. They were prepared by James E. Dew.

Initials. Repeat after each syllable in the pause provided. Concentrate on the initial sound of each syllable.

1. bò bò , pò pò , mò mò , fò fò
2. dò dò , tò tò , nò nò , lò lò
3. jà jà , chà chà , sà sà , yà yà
4. gà gà , kà kà , ngà ngà , hà hà
5. gwà gwà , kwà kwà , wà wà

Finals. Listen carefully and repeat in the pauses provided. Concentrate on the finals--the vowels and vowel+consonant combinations. (Tones are not marked.)

a	e	eu	i	o	u	yu
ga 架	je 借	heu 靴	ji 至	go 個	wu 惡	jyu 註
gaai 界 gai 計	gei 記	geui 句		goi 蓋	fui 悔	
gaau 教 gau 夠			giu 叫	gou 告		
gaam 監 gam 禁			gim 劍			
gaan 澗 gan 艮		deun 敦	gin 見	gon 幹	gun 冠	gyun 絹
gaang 更 gang 更	geng 鏡	geun 羌	ging 敬	gong 鋼	gung 供	
gaap 甲 gap 鴿			gip 叔			
baat 八 bat 筆		cheut 出	git 結	got 割	fut 闊	kyut 決
baak 百 bak 北	kek 劇	geuk 腳	gik	gok 覺	guk 焗	

The Mechanics of Producing speech sounds:

In speaking we make use of 1) air, 2) the vibration ofthe vocal chords (i.e. the voice), and 3) the position of the tongue and other members of the mouth to produce speech sounds. The air originates in the lungs and is released through the mouth, the vocal chords vibrate to produce voiced sounds, and the position of the tongue and other members affect the shape of the vocal instrument and thus the sounds it produces.

Consonants:

1) Air:

Air flow, originating in the lungs and released through the mouth, is required for all speech sounds, but different manner of air release produces different sounds. The manner of release is particularly important for consonant sounds. For consonant sounds friction is created at some point in the oral passageway by resistance to the flow of air. The point of resistance to the air flow and the manner of release from this resistance are important contributing factors in how consonants are made. There are several routes through which the air may be released:

A. Nasal release: Air can be released through the nose, producing nasal sounds. Try prolonging the English sounds m and n. mmmmm, nnnnn. While you are prolonging these sounds, hold your nose and you notice you can't say m or n. That's because the air flow is released through the nose in saying m and n.

B. Lateral release: The air release can be over the surface of the side of the tongue. Prolong the English sound l. llllll. Then breathe in and out through your mouth without moving your tongue from its l position. Can you feel that the air passes laterally out one or both sides of your mouth? For me, the air release for l is from both sides. Do you release the air to the right, or to the left, or from both sides?

C. Stop and Release, with and without Aspiration: Another manner of air release is for the air flow to be blocked at some point in the mouth and then released, letting the air flow through. When you make the English sounds p-, t-, k-, you notice that the air flow is first blocked at different points, and then released.

The stop releases can be either aspirated or unaspirated. In reference to language sounds 'aspirated' means released with a puff of air. Compare the English sounds p-, t-, k-, and b-, d-, g-. If you put your hand close to your mouth as you say p-, t-, k-, you will notice that you feel your breath against your hand. Say b-, d-, g-, and you find you do not feel your breath against your hand, or at least not as much so. The p-, t-, k- sounds are aspirated, the b-, d-, g- ones unaspirated.

Try:

p-	b-
t-	d-
k-	g-

D. Spirant release: When air is released through a narrow passage under pressure, a hissing sound is produced, as in s- sssss, and h- hhhhh. We refer to this type of air release as spirant release.

2) Voicing:

Voiced and Voiceless Consonants: The vocal chords vibrate to produce some sounds--which we refer to as voiced sounds--and do not vibrate in the production of other sounds--which are refered to as voiceless. For example, in English the 'z' sound is a voiced sound and the 's' sound is a voiceless one.

Prolong the buzzing sound of 'z'--zzzzz. You can hear the voicing, and if you put your hand on your throat over the Adam's apple, you can feel the vibration of the vocal chords. Prolong the hissing sound of 's'--sssss. Notice that voicing ceases, the vocal chords do not vibrate. In Cantonese the only consonants that are voiced are the nasals--m, n, and ng.

3) Position of tongue and other members: Different position of the tongue and other members of the mouth forms the third element in producing speech sounds. Note for example how the difference in tongue position produces different sounds in the English words 'tea' and 'key.' For 't,' the tip of tongue touches the roof of the mouth at the gum ridge behind the upper teeth. Try it: t-, t-, t-, tea. For 'k,' the back of the tongue touches the roof of the mouth at the back: k-, k-, k-, key.

We will describe the consonants of Cantonese in terms of air release, voicing, and position of tongue and other members of the vocal aparatus. We will concentrate primarily on those sounds which are problems for Americans.

Vowels:

Production of vowels, like production of consonants, is a matter of air flow, voicing, and positioning.

1. Air Flow:

Whereas in making a consonant sound friction is created by resistance at some point in the passageway to the flow of air, in making vowels the passageway does not resist the flow of air, and the sound produced is therefore frictionless. The presence or absence of friction is a factor distinguishing consonants and vowels.

2. Vibrating of vocal chords (Voicing):

Vowels are voiced sounds. Under certain circumstances, such as whispering, vowels may be de-voiced, but voicing for vowels is taken as a given, and when exceptions occur, they are specifically noted.

A feature of voicing which is potentially significant for vowels is vowel length. In some languages different vowel

length in an otherwise identical syllable can produce different words.

Example: In German, the following two words differ in pronunciation only in the length of their vowels:

staat [šta˙t] 'state'

statt [šta˘t] 'place'

3. Positioning:

In positioning for vowel sounds the important contributing factors are how the lips and tongue are placed.

The lips, in making vowel sounds, are described in terms of whether they are rounded or unrounded (spread). For example, in English, the 'i' of 'pit' is a vowel said with lips spread, and the 'u' of 'put' is said with lips rounded. There are vowels which are produced with lips neither markedly rounded or spread, such as 'a' in 'father.' This type is not described in terms of lip position. If a vowel is not described as being rounded or spread, you can assume that the lip position is midway between rounded and spread. We will use the terms 'unrounded' and 'spread' interchangeably.

Tongue position for vowels is described in vertical terms and in horizontal terms. On the vertical we speak of the tongue height of a vowel. For example, take the vowels of 'pit,' 'pet,' and 'pat' in English. You notice that the forward part of the tongue is relatively high towards the roof of the mouth in saying the 'i' of 'pit,' that it drops somewhat to say the 'e' of 'pet,' and drops still lower to say the 'a' of 'pat.' These positions might also be described in terms of how wide the lower jaw opens in making the sounds--narrow for the 'i,' medium for the 'e,' and wide for the 'a.' However, since description in terms of tongue height has become standard, we will adopt the standard description here, and speak of vowels in terms of high, mid, and low in reference to tongue height. Deviations from these cardinal positions are described in terms of higher-mid, lower-mid, etc.

Horizontally, tongue position is described in terms of front, central, and back. In English the vowels of 'pit,'

'pet,' and 'pat' are all front vowels, with the points of reference for 'front' being the blade of the tongue and the dental ridge. 'Pit,' 'pet,' and 'pat' are high front, mid front, and low front respectively. For the central vowels the points of reference in the oral passageway are the center surface of the tongue and the hard palate. In English the vowels of 'putt' and 'pot' are central vowels. For the back vowels the points of reference in the passageway are the back surface of the tongue and the soft palate. In English the vowels of 'put,' 'pole,' and 'paw' are back vowels. Deviations are described in terms of being fronted or backed from the cardinal positions.

Pronunciation Practice:

1. ch, as in Chàhn

ch is an initial consonant in Cantonese. We describe the ch sound in terms of voicing, air flow, and position of tongue against the roof of the mouth. Like the American ch sound in "chance," the Cantonese ch is voiceless. In terms of air air flow the American and Cantonese ch's are alike--both are stops with aspirated release. The tongue pressing against the roof of the mouth stops the flow of air entirely, then lets go and allows the air to flow through again, accompanied by a puff of air. The tongue position for the American ch and Cantonese ch differs. For the Cantonese ch sound, the tongue rests flat against the dental ridge (the ridge just behind the upper teeth) and the blade part of the tongue, that part just back from the tip, blocks the air passage at the dental ridge. The blade of the tongue is pressed flat against the ridge: [tʃ] The American ch the contact point is the tip of the tongue, not the blade of the tongue; the tongue is grooved, not flat; and the contact point on the roof of the mouth is a little farther back on the dental ridge than for the Cantonese ch sound.

Compare--Listen and repeat: (Read across)

English:	chance	ch	ch	ch	chance
Cantonese:	Chàhn	ch	ch	ch	Chàhn 陳
	chàn	ch	ch	ch	chàn 親

2. j, as in joigin, jóusàhn, Jèung, síujé

J is an initial consonant in Cantonese. We describe the j sound in terms of voicing, air flow, and position of the tongue against the roof of the mouth. Unlike the American j sound (in 'joy'), the Cantonese j sound is voiceless. In terms of air flow the American and Cantonese j's are alike--both are stops with unaspirated release. The tongue, pressing against the roof of the mouth, stops the flow of air entirely, then lets go and allows the air to flow through again, without aspiration (accompanying puff of air). The tongue position for the Cantonese j is the same as that for the Cantonese ch, different from that of the American counterpart. For the Cantonese j sound the blade of the tongue, resting flat against the dental ridge, blocks the air passage: [tɕ] For the American j the tip of the tongue, grooved, blocks the air passage at a point a little farther back on the dental ridge than for the Cantonese j. When air is released, it flows over a grooved tongue surface for the American sound, a flat tongue surface for the Cantonese sound.

Compare English and Cantonese similar syllables:

Listen and repeat: (Read across)

	English	Cantonese
1.	Joe (3 times)	jóu (3 times) 早
2.	joy (3 times)	joi (3 times) 再
3.	Jess (3 times)	jé (3 times) 姐

The Cantonese j sound is said with lips rounded before rounded vowels, and spread before unrounded vowels. (Rounded vowels are those pronounced with the lips rounded, unrounded vowels those that are not.)

Watch the teacher, listen and repeat: (read across)

Ex:	rounded	unrounded
1.	Jóu 早 (3 times)	jé 姐 (3 times)
2.	joi 再 (3 times)	jé 姐 (3 times)

Some speakers of Standard Cantonese use slightly different tongue positions for the j sound, depending on whether it comes before a rounded or unrounded vowel. Other speakers use the tongue position described for j above throughout. Those that use different positions

before rounded and unrounded vowels use the position described above before unrounded vowels. Before rounded vowels they retract their tongue a bit and use the tip of the tongue instead of the part just behind the tip as contact point for making j. Listen and see if your teacher's j sounds the same or different before rounded and unrounded vowels.

Listen: (Watch the teacher:)

rounded	unrounded
jó 左	je 借
joi 再	ja 榨
jóu 早	

What has been said in regard to lip-rounding for the j applies also to ch sounds in Cantonese, but we will not practice this feature in relation to ch until it comes up in the Basic Conversations.

3. ng, as in ngóh

ng is a voiced nasal initial consonant in Cantonese. In position, the back surface of the tongue presses against the roof of the mouth at the soft palate, in the same position as for the English word "sing." We refer to this position as velar, making an adjective of the word velum, the technical term for soft palate. ng is a velar nasal consonant, which in Cantonese may occupy initial position in a syllable.

Listen and repeat:

ngóh 我(6 times)

The only reason this sound may be hard for English speakers is that we don't have any words beginning with ng in English, though we have many ending with the same sound.

If you have trouble, try saying "sing on" in English, and then say the si part of "sing" silently, beginning to voice on the -ng part:

sing on
(si)ng on
----ng on

Now try initial ng again:

Listen and repeat:

ngóh 我(5 times)

4. o, and in Hòh, ngóh

o is a final in Cantonese. It is a mid back rounded vowel--[ɔ]. The closest American sound is the vowel sound of general American "dog," but with more rounding of the lips than in English. In Cantonese a rounded vowel has a rounding effect on a consonant preceding it in a syllable. Watch your teacher and note that in syllables with an o vowel, he rounds his lips for the preceding consonant too.

Listen, watch the teacher, and repeat:

ngóh 我 (5 times)

Hòh 何 (5 times)

5. yu, as in deuimhjyuh

yu is a single vowel spelled with two letters. yu is a high front rounded vowel--[ü], occuring as a final in Cantonese. There is no counterpart vowel in American English with a similar sound, but you can produce the sound by protruding your lips while you sustain the "ee" [i] sound of the English letter "E." The "long e" [i] sound in English is a high front unrounded vowel. Rounding the lips produces a high front rounded vowel.

Listen, watch the teacher, and repeat:

1. deuimhjyuh jyuh jyuh
2. jyuh 住 (3 times)
3. yú 魚 (fish) (3 times)

6. eu

eu is a single vowel spelled with two letters. eu is a mid front rounded vowel--[ø], occuring as a final in Cantonese only in a very few words. There is no counterpart vowel in American English with a similar sound, but you can produce the sound by protruding your lips while you sustain the "e" [E] sound of the English word "less." This "short e" [E] sound in English is a mid front unrounded vowel. Rounding the lips makes it a rounded vowel. In Cantonese a rounded vowel has a rounding effect on a consonant preceding it in a syllable.

Watch your teacher, listen, and repeat:

lēu 'spit out'

hēu 靴 'boot'

dēu 'tiny bit'

7. eung, as in Jèung

eung is a two-part final composed of the mid front rounded vowel eu [ø] plus the velar nasal consonant ng. There is no close English counterpart. As a rounded final, eung has a rounding effect on a consonant preceding it in a syllable.

Watch the teacher, listen, and repeat:

Jèung 張(5 times)

The eu portion of eung is not nasalized. In English, a vowel before a nasal final is nasalized--that is, part of the air release for the vowel goes through the nose. To illustrate the English situation, hold your nose and say the following English words:

sue
soon
see
seem
sit
sing

You notice that the vowels of the words with nasal finals (-n, -m, and -ng) are partially blocked when the nose is blocked, thus revealing that for such vowels some of the air is normally released through the nose. The vowels of the words which do not end in a nasal are unaffected by clocking the nasal passage. They are 'open' vowels, not 'nasalized' vowels.

In Cantonese, a vowel before a nasal final is not nasalized--All of the air is released through the mouth for the vowel portion. Test whether you can keep the vowel open before nasal final by stopping you nose as you say:

Jèung (5 times)

To practice the open vowel before a nasal final, try saying the following pairs of words in which -eu and -eung are contrasted. To make the -eung sound, pretend through the -eu part that you are going to say -eu, then add the -ng as an after-thought. You will then have an open eu followed by the nasal ng sound.

	-eu	-eung
1.	hēu 靴 boot	hèung 香 fragrant

2. lēu to spit out léuhng 兩 two
3. geu 鋸 to saw gèung 羌 ginger
4. jeuk 著 to wear Jèung 張 surname Cheung

8. eui, as in deuimhjyuh

eui is a two-part final composed of the mid front rounded vowel eu plus the high front rounded vowel yu [ü]. (We spell the second part of this two-part final with i instead of yu--eui instead of euyu, the latter being extremely awkward-looking.) The major force of the voice falls on the eu part, with the yu (spelled i) part an offglide.

Listen and repeat:

1. deuimhjyuh 對唔住 (3 times)
2. deui 對 (3 times)

The tongue position for eu before i is slightly lower and more backed than it is for eu before ng. eui = [œ̈]; eung = [ɵŋ].

Listen and watch for differences in eu sound: (Read across)

1. Jèung 張 Jèung Jèung Jèung
2. deui 對 deui deui deui
3. Jèung 張 deui 對 (4 times)
4. deui 對 Jèung 張 (4 times)

9. an, as in Chàhn, jóusàhn, mhgányiu

an is a two-part final composed of the backed mid central vowel a [ɐ˃] plus the dental nasal consonant n. Tongue height for the Cantonese a [ɐ˃] is lower than that for American vowel in "cup," higher than that for American vowel in "cop," and more backed than either of the American counterparts. Before the nasal final the Cantonese vowel is not nasalized, as an American vowel before a nasal final would be. The Cantonese vowel is shorter and tenser than the American counterparts.

Listen, watch the teacher, and repeat:

1. Chàhn (4 times) 陳
2. jóusàhn (4 times) 早晨
3. mhgányiu (4 times) 唔緊要

Compare English and Cantonese syllables:

Listen and repeat: (Read across)

English		Cantonese		
1. John	John	Chàhn	Chàhn	陳

2. sun sun san sàn 申

10. m as in mh

The bilabial nasal consonant m occurs as a vowel, in that the consonant m is syllabic in the syllable mh.

Listen and repeat:

1. mhhaih (2 times)
2. haih mhhaih a? (2 times)

11. Tone practice with words in Lesson 1:

Listen and repeat:

1. Jèung, jóu, sing ; Hòh, Léih, haih .
2. Jèung, jóu, sing ; Hòh, Léih, haih .
3. Jèung, Jèung ; Hòh, Hòh .
4. jóu, jóu ; Léih, Léih .
5. jóu, Léih ; Léih, jóu .
6. sing, sing ; haih, haih .
7. sing, haih ; haih, sing .
8. Jèung, Hòh ; jóu, Léih ; sing, haih .
9. Hòh, Jèung ; Léih, jóu ; haih, sing .

II. Notes:

A. Culture Notes

1. Surname and titles.

a. Titles follow surnames: (Drills 1-6)

Léih Sàang 'Mr. Lee'
Léih Táai 'Mrs. Lee'
Léih Síujé 'Miss Lee'

b. Sàang/SÍnsàang and Táai/Taaitáai

Sàang and SÍnsàang, Táai and Taaitáai are alternate forms for 'Mr.' and 'Mrs.' respectively.

Léih SÍnsàang 'Mr. Lee'
Léih Taaitáai 'Mrs. Lee'

Native speakers differ in respect to their use of Sàang and SÍnsàang, and Táai and Taaitáai as titles to surnames. Some say that the full forms denote more respect and the short forms are used in informal situations only. Others say that as title to

surnames the longer forms are used only in letters and that in speech, Sàang and Táai are used even for subordinates speaking to superiors. Everyone seems to agree that on the telephone both long forms and the short forms are common. In this book we have used the short forms almost exclusively, but you--when you get into a Cantonese speaking situation--keep your ears peeled and imitate what your Cantonese peers are saying. Incidentally, you will notice that what people say and what they say they say do not always coincide exactly. Also, different people may disagree vehemently about what is 'right.' This is confusing to the beginning student. Be advised, however, that the area of disagreement is on peripheral matters. If your teachers disagree about two forms, you may safely conclude that both forms are used. taaitáai basically = 'married woman;' sĪnsàang = 'man.'

c. SĪnsàang as 'teacher'

SĪnsàang meaning 'teacher' may be used with or without a surname attached. A woman teacher named Wong may be addressed as SĪnsàang or as Wòhng SĪnsàang.

d. Síujé, 'unmarried woman,' used as title

In addressing a woman whose name you do not know, it is appropriate to address her as Síujé, no matter how old she is, and even if you know she is married. In addressing a woman by her maiden name, the appropriate title is Síujé. Ex: Wòhng Síujé. It is the custom for Chinese women to use their maiden names in business life, so it often turns out that someone addressed as Síujé is married.

e. It is inappropriate to refer to oneself by title in a social situation. Avoid saying "Ngóh haih Smith Sàang." Say instead "Ngóh sing Smíth." (See Drill 5).

2. sing, V/N to have the surname of; surname

Sing is the surname one is born with. For married women, equivalent to the English née. The English and American custom is for a woman's surname to change at the time of marriage to that of her husband. The Cantonese sing does not change upon marriage. When you ask a woman her surname, ordinarily she

gives her maiden name in response. If it is a social gathering, she might add something like "Ngóh sīnsàang sing..., My husband has the surname...."

B. Structure Notes

1. Relationship of Cantonese to other Chinese languages.

Cantonese is traditionally called a dialect of Chinese. The major dialect of Chinese being Mandarin, and other important dialects in addition to Cantonese, are Shanghai, Fukkienese (also called Hokkienese or Amoy), and Hakka. Mandarin is considered the major dialect because it is spoken by the greatest number of people and, more importantly, because it has been prompted as the national standard language by both the Communist Chinese government on Mainland China and the Nationalist Chinese government on Taiwan.

Although historically descended from a single mother tongue, the various Chinese dialects are today different languages. A person who speaks only Cantonese cannot understand a person who speaks only Mandarin, Shanghai, Fukkienese, or Hakka. However, if two speakers of two different Chinese languages can read, they can communicate, since Chinese has a uniform writing system which is not based on sound. (A Western comparison can be made in the number system, in which '2' is intelligible without reference to pronunciation.)

The languages of the Chinese family group are different--and similar--on three levels: vocabulary, grammatical sentence structure, and phonological sound system. The level of greatest similarity is in that of the grammatical sentence structure. Students who have studied another Chinese language will find that in great measure they already 'know' the sentence patterns of Cantonese. In preparing this book we at first planned to make a Cantonese-Mandarin grammatical appendix to list the grammatically different structures, the idea being that they were listable, being so few of them. To draw a parallel we wrote out the Basic Conversations of the first 15 lessons in Mandarin translation and found to our surprise quite a lot more differences than we had expected. The differences, however, were mostly in the nature of 'You could say it that way--that sentence pattern exists in Cantonese--but actually that's not the way we say it, we say it this way.' We therefore didn't make the appendix, but for the benefit of students who have previously studied Mandarin, we have used the Notes section to draw attention to basic grammatical differences where they come up in the text.

On the level of vocabulary there are greater differences than

on the level of grammatical structure, but still a great deal of similarity. A rough check of the first 10 lessons of this book reveals that more than 55% of the Cantonese expressions have identical Mandarin counterparts.

In pronunciation, differences are greater still, but there are systematic correspondences. For example, ai in Mandarin is oi in Cantonese. In total, though, the phonological correspondences are quite complex, as witnessed by a series of articles on the subject in a Japanese linguistic journal which runs 26 pages long.

2. Sentence Types--full sentences and minor sentences.

a. Full sentences have two parts--subject and predicate, in that order. Examples from the Basic Conversation of Lesson One are:

1. Ngóh mhhaih Léih Táai. I am not Mrs. Lee.
2. Ngóh sing Chàhn. I am surnamed Chan.

In these sentences Ngóh is the subject and the remainder of each sentence is the predicate.

b. Minor sentences are not in subject-predicate form. Minor sentences are common as responses, commands, exclamations. In Lesson One there are several minor sentences in the Basic Conversation:

1. Hòh Sàang, jóusàhn. Good morning, Mr. Ho.
2. Joigin. Goodbye.
3. Mhgányiu. That's all right. [literally: Not important.]

3. Verbs.

In Cantonese, words which can be preceded by the negative mh are regarded as verbs. There are a few cases in which this rule doesn't work, but basically, you can test whether a new word you hear is a verb by asking whether you can say mh (new word). Is ngóh a verb? Ask the teacher whether it's OK to say mh ngóh. Is haih a verb? Ask the teacher whether it's OK to say mh haih.

4. Adverbs.

In Cantonese an adverb is a word or word group which forms a construction with a verb. In most cases in Cantonese adverbs precede the verb they belong with. An example from Lesson 1 is mh-, 'not,' which precedes a verb to form the negative.

5. Phrases.

We give the name 'phrase' to a group of words which has a

specialized meaning as a group. For example, in English, spill + water = spill the water, and spill + beans = spill the beans. Spill the water is a simple Verb + Object construction. Spill the beans may be, but it may also be a phrase whose meaning differs from the added together meaning of the individual words. This type of phrase is often called an idiom, or an idiomatic expression. In this lesson M̀hgányiu, 'It doesn't matter; That's all right; Never mind,' is such a phrase.

We also give the name 'phrase' to another kind of construction--a group of words whose total meaning may be the same as the added together meaning of the individual words, but which we don't feel is necessary for you to analyze and learn separately in the first stage of learning Cantonese. It may even be that the fact that the construction is grammatically a word group and not a single word may not be apparent, since the construction may be written as a single word. Examples are m̀hhóu 'don't' in the Classroom Phrases of Lesson 1 and sèsíu 'a little' in Lesson 3.

6. Lead Sentences and Follow Sentences.

a. It's a pretty day today.

b. How about you?

c. Where?

a, b and c are all sentences, and all are intelligible, but in b and c as stated it is not clear what is happening. Without drawing too rigid lines, we are going to distinguish between lead sentences--sentences that are intelligible as self-contained units, and follow sentences, ones which depend upon information supplied by a preceding sentence or the context for full intelligibility.

III. DRILLS

1. Substitution Drill: Substitute joigin in the position of jóusàhn following the pattern of the example sentence.

Ex: T: Léih Táai, jóusàhn. T: Good morning, Mrs. Lee.
S: Léih Táai, joigin. S: Goodbye, Mrs. Lee.

1. Chàhn Táai, jóusàhn. 1. Chàhn Táai, joigin.

+ 2. Làuh Sàang, jóusàhn. (Good morning, Mr. Lau.)	2. Làuh Sàang, joigin.
+ 3. Jèung Síujé, jóusàhn (Good morning, Miss Cheung.)	3. Jèung Síujé, joigin.
+ 4. Máh Sàang, jóusàhn. (Good morning, Mr. Ma.)	4. Máh Sàang, joigin.
5. Léih Táai, jóusàhn.	5. Léih Táai, joigin.

---

2. Substitution Drill: Substitute the cue in the appropriate position following the pattern of the example sentence.

Ex: T: Léih Táai, jóusàhn. /Chàhn/	T: Good morning, Mrs. Lee. /Chan/
S: Chàhn Táai, jóusàhn.	S: Good morning, Mrs. Chan.
1. Chàhn Táai, jóusàhn. /Léih/	1. Léih Táai, jóusàhn.
+ 2. Léih Táai, jóusàhn. /Wòhng/ (Wong)	2. Wòhng Táai, jóusàhn.
3. Wòhng Táai, jóusàhn. /Hòh/	3. Hòh Táai, jóusàhn.
4. Hòh Táai, jóusàhn. /Jèung/	4. Jèung Táai, jóusàhn.
5. Làuh Táai, jóusàhn. /Chàhn/	5. Chàhn Táai, jóusàhn.

---

3. Substitution Drill: Substitute the cue in the appropriate position, following the pattern of the example sentence.

Ex: T: Wòhng Sàang, jóusàhn. /Táai/	T: Good morning, Mr. Wong. /Mrs./
S: Wòhng Táai, jóusàhn.	S: Good morning, Mrs. Wong.
1. Wòhng Táai, jóusàhn. /Síujé/	1. Wòhng Síujé, jóusàhn.
2. Wòhng Síujé, jóusàhn. /Làuh/	2. Làuh Síujé, jóusàhn.
3. Làuh Síujé, jóusàhn. /joigin/	3. Làuh Síujé, joigin.
4. Làuh Síujé, joigin. /Sàang/	4. Làuh Sàang, joigin.
5. Làuh Sàang, joigin. /Táai/	5. Làuh Táai, joigin.

---

4. Expansion Drill: Expand the cue sentence as indicated in the example.

Ex: T:	Ngóh mhhaih Wòhng Sàang.	T: I'm not Mr. Wong.
S:	Deuimhjyuh, ngóh mhhaih Wòhng Sàang.	S: I beg your pardon, I'm not Mr. Wong.
1.	Ngóh mhhaih Léih Síujé.	1. Deuimhjyuh, ngóh mhhaih Léih Síujé.
2.	Ngóh mhhaih Chàhn Sàang.	2. Deuimhjyuh, ngóh mhhaih Chàhn Sàang.
3.	Ngóh mhhaih Jèung Táai.	3. Deuimhjyuh, ngóh mhhaih Jèung Táai.
4.	Ngóh mhhaih Hòh Sàang.	4. Deuimhjyuh, ngóh mhhaih Hòh Sàang.
5.	Ngóh mhhaih Wòhng Táai.	5. Deuimhjyuh, ngóh mhhaih Wòhng Táai.

---

5. Expansion Drill: Expand the cue sentences to conform with the pattern of the example.

Ex: T:	Ngóh mhhaih Léih Táai. /Jèung/	T: I'm not Mrs. Lee. /Cheung/
S:	Ngóh mhhaih Léih Táai, ngóh sing Jèung.	S: I'm not Mrs. Lee, my name is Cheung.
1.	Ngóh mhhaih Hòh Táai. /Chàhn/	1. Ngóh mhhaih Hòh Táai, ngóh sing Chàhn.
2.	Ngóh mhhaih Chàhn Síujé. /Máh/	2. Ngóh mhhaih Chàhn Síujé, ngóh sing Máh.
3.	Ngóh mhhaih Máh Sàang. /Wòhng/	3. Ngóh mhhaih Máh Sàang, ngóh sing Wòhng.
4.	Ngóh mhhaih Wòhng Táai. /Jèung/	4. Ngóh mhhaih Wòhng Táai, ngóh sing Jèung.
5.	Ngóh mhhaih Léih Táai. /Hòh/	5. Ngóh mhhaih Léih Táai, ngóh sing Hòh.

---

6. Conversation Drill: Carry on the suggested conversation following the model of the example.

Ex: A: Chàhn Sàang, jóusàhn.	A: Good morning Mr. Chan.
B: Deuimhjyuh, ngóh mhhaih Chàhn Sàang. Ngóh sing Jèung.	B: I beg your pardon, I'm not Mr. Chan. My name is Cheung.
A: A, deuimhjyuh, Jèung Sàang.	A: A, excuse me, Mr. Cheung.
B: Mhgányiu.	B: That's OK.
1. A: Chàhn Síujé.....	1. A: Chàhn Síujé, jóusàhn.
B: ....Wòhng.	B: Deuimhjyuh, ngóh mhhaih Chàhn Síujé. Ngóh sing Wòhng.
A:	A: A, deuimhjyuh, Wòhng Síujé.
B:	B: Mhgányiu.
2. A: Jèung Síujé	2. A: Jèung Síujé, jóusàhn.
B: ....Léih.	B: Deuimhjyuh, ngóh mhhaih Jèung Síujé. Ngóh sing Léih.
A:	A: A, deuimhjyuh, Léih Síujé.
B:	B: Mhgányiu.
3. A: Hòh Sàang	3. A: Hòh Sàang, jóusàhn.
B: ....Wòhng.	B: Deuimhjyuh, ngóh mhhaih Hòh Sàang. Ngóh sing Wòhng.
A:	A: A, deuimhjyuh, Wòhng Sàang.
B:	B: Mhgányiu.
4. A: Jèung Sàang	4. A: Jèung Sàang, jóusàhn.
B: ....Léih.	B: Deuimhjyuh, ngóh mhhaih Jèung Sàang. Ngóh sing Léih.
A:	A: A, deuimhjyuh, Léih Sàang.
B:	B: Mhgányiu.
5. A: Chàhn Síujé	5. A: Chàhn Síujé, jóusàhn.
B: ....Làuh.	B: Deuimhjyuh, ngóh mhhaih Chàhn Síujé. Ngóh sing Làuh.

A: .....

B: .....

A: A, deuimhjyuh, Làuh Síujé.

B: Mhgányiu.

Vocubulary Checklist for Lesson 1

1.	A	ex:	Oh
2.	Chàhn	sur:	Chan
3.	deuimhjyuh	ph:	Excuse me; I beg your pardon; I'm sorry.
4.	haih	v:	is, am, are, were, etc.
5.	Hòh	sur:	Ho
6.	hohksāang	n:	student
7.	Jèung	sur:	Cheung
8.	Joigin	Ph:	Goodbye
9.	Jóusàhn	Ph:	Good morning
10.	Làuh	sur:	Lau
11.	Léih	sur:	Li
12.	Máh	sur:	Ma
13.	mh-	adv:	not
14.	Mhgányiu	Ph:	That's all right; It doesn't matter; Never mind.
15.	ngóh	pro:	I, me, my
16.	Sàang	t:	Mr.
17.	sīnsàang	n:	man (see notes); teacher
18.	Sīnsàang	t:	Mr. (see notes)
19.	sing	v:	have the surname
20.	síujé	n:	unmarried woman; woman, lady (see notes)
21.	Síujé	t:	Miss
22.	Táai	t:	Mrs.
23.	taaitáai	n:	married woman (see notes)
24.	Taaitáai	t:	Mrs. (see notes)
25.	Wòhng	sur:	Wong

CLASSROOM PHRASES

A. Learn to respond to the following classroom instructions:

1. Yihgā ngóh mahn néih, néih daap ngóh.	1. Now I'll ask you, and you answer me.
2. Yihgā néihdeih jihgéi mahn, jihgéi daap.	2. Now you yourselves ask and answer.
3. Gaijuhk.	3. Continue. (i.e., Do the next one, Keep going.)
4. Néih jouh __A__, néih jouh __B__.	4. You do A, you do B.

B. The following are some comments that the teacher may make on your recitations.

5. Ngāam laak. OR Āam laak.	5. That's it. (After student succeeds in saying something right.)
6. Haih gám laak.	6. That's it. Now you've got it.
7. Haih laak.	7. That's it. Now you've got it.
8. Hóu jéun.	8. Just right. Quite accurate.
9. Góngdāk hóu.	9. Good, spoken well.
10. Góngdāk mhhóu.	10. No, that won't do. Not spoken right.
11. Chàmhdō.	11. Approximately. (i.e., Good enough for now, but not perfect.)
12. Yiu suhk dī.	12. Get it smoother. (When a student's recitation is halting.)
13. Daaihsēng dī.	13. Louder.

I. BASIC CONVERSATION

A. Buildup:

(At a party in Hong Kong)

sīnsàang	man
Sīnsàang	
gwaising	your surname (polite)
a	sentence suffix, to soften abruptness
síujé	woman
Síujé gwaising a?	What is your surname, Miss?
Síujé	
Ngóh sing Wòhng.	My name is Wong.
Sīnsàang	
(bowing slightly)	
Wòhng Síujé.	Miss Wong.
Síujé	
nē?	sentence suffix for questions
Sīnsàang nē?	And you? (polite)
Sīnsàang	
síusing	my name (polite)
Síusing Làuh.	My name is Lau.
Síujé	
(bowing slightly)	
Làuh Sàang	Mr. Lau.
Sīnsàang	
(Indicating a young lady standing beside Miss Wong)	
mātyéh or mēyéh or mīyéh	what?
sing mēyéh a?	have what surname?
pàhngyáuh	friend
néih	your
néih pàhngyáuh	your friend
Néih pàhngyáuh sing mēyéh a?	What is your friend's name?
Síujé	
sing Màh	has the name Ma

ge	noun-forming boundword. ge suffixed to a Verb Phrase makes it grammatically a Noun Phrase.
sing Máh ge	is a named-Ma one
kéuih	he, she, it
Kéuih sing Máh ge.	Her name is Ma.

Sīnsàang

Gwóngdùng	Kwangtung
yàhn	person
Gwóngdùngyàhn	Cantonese person, a person from Kwangtung province
haih mhhaih a?	is/not-is? a question formula
Kéuih haih mhhaih Gwóngdùngyàhn a?	Is she Cantonese?

Síujé

Seuhnghói	Shanghai
Seuhnghóiyàhn	Shanghai person
M̀hhaih a. Kéuih haih Seuhnghóiyàhn.	No, she's from Shanghai.

Sīnsàang

gám,...	'Well then, ...', 'Say', ... sentence prefix, resuming the thread of previous discussion.
Gám, néih nē?	And you?

Síujé

dōu	also
dōu haih Seuhnghóiyàhn	also am Shanghai person
Ngóh dōu haih Seuhnghóiyàhn.	I'm also from Shanghai.

B. Recapitulation:

(At a party in Hong Kong)

Sīnsàang

Síujé gwaising a?	What is your (sur)name, Miss?

Síujé

Ngóh sing Wòhng. My name is Wong.

Sīnsàang

(bowing slightly)

Wòhng Síujé. Miss Wong.

Síujé

Sīnsàang nē? And you?

Sīnsàang

Síusing Làuh. My name is Lau.

Síujé

(bowing slightly)

Làuh Sàang. Mr. Lau.

Sīnsàang

(Indicating a young lady standing beside Miss Wong)

Néih pàhngyáuh sing mēyéh a? What is your friend's name?

Síujé

Kéuih sing Máh ge. Her name is Ma.

Sīnsàang

Kéuih haih mhhaih Gwóngdùngyàhn a? Is she Cantonese?

Síujé

Mhhaih a. Kéuih haih Seuhnghóiyàhn. No, she's from Shanghai.

Sīnsàang

Gám, néih nē? And you?

Síujé

Ngóh dōu haih Seuhnghóiyàhn. I'm also from Shanghai.

+ + + + + + + + + + + + + + +

Problem sounds in Lesson Two: Initials

1. b, d, g, and j (phonetically [p], [t], [k], and [tɕ].

b, d, g, and j sounds in Cantonese are voiceless, in contrast to the voiced English sounds spelled with the same letters. Positioning for Cantonese b and g sounds is the same as for English. For the d sound the tongue tip is more forward in Cantonese than in English--against the base of the upper teeth for Cantonese, on the dental ridge for English. Position for the j sound has been dis-

cussed in Lesson One. The sounds are unaspirated, as are their English counterparts, but the Cantonese and English sounds contrast with respect to tenseness--the Cantonese initial consonants being tense and the English lax in isolated words and in stressed position in a sentence.

Compare: (left to right, then right to left.)

	English	Cantonese		
b:	bean	bǐn go	邊個	who
	beau	bou	布	cloth
	buoy	būi	杯	cup
	bun	bān	賓	guest
	buy	baai	拜	worship
d:	doe	dou	到	arrive
	die	daai	帶	bring
	ding	dǐng	丁	surname Ting
	deem	dim	店	shop (Noun)
g:	gay	gei	記	record (Verb)
	gum	gam	噤	so
	guy	gaai	界	border
	guava	Gwóngdūng	廣東	Kwangtung
j:	joy	joi	再	again
	gee	ji	至	until, to
	Jew	jiu	照	reflect
	Joe	jou	灶	stove

2. p, t, k, and ch. As initials, phonetically [p$^{\prime}$], [t$^{\prime}$], [k$^{\prime}$], and [tɕ$^{\prime}$].

Cantonese p, t, k, and ch sounds are similar to English counterpart p, t, k, ch sounds in that they are voiceless and aspirated. Positioning for p and k is the same as for English. For the t sound the tongue tip is more forward in Cantonese than in English--against the base of the upper teeth for Cantonese, on the dental ridge for English. The positioning for ch has been discussed in

Lesson One. The Cantonese consonants are tenser than the American counterparts.

Compare: (left to right, then right to left)

	English	Cantonese		
p:	pingpong	pàhngyáuh	朋友	friend
	pay	pèi	披	to throw over the shoulders
	pie	paai	派	send
	Poe	pou	鋪	shop (N)
	putt	pāt	匹	M for horses
t:	tie	tāai	呔	necktie
	team	tìm	添	additional
	top	taap	塔	pagoda
	tong	tong	燙	iron (Verb)
k:	cow	kaau	靠	lean on
	Kay	kei	冀	hope
	cut	kāt	咳	cough
	cup	kāp	級	step (Noun)
ch:	chuck	chāk	測	guess
	chew	chíu	超	exceed
	chow	chau	臭	bad smell
	chip	chip	妾	concubine

3. un, as in Yahtbún, Yahtbúnyàhn

Un is a two-part final composed of the high back rounded vowel u [u] followed by the velar nasal consonant n.

u is a high back rounded vowel, which before n has a slight offglide to high central position: u + n = [u:^{i}n]. The vowel is open, not nasalized, before the nasal final. The Cantonese un is roughly comparable to the oon in general American "boon."

Compare Cantonese and English:

1. bún 本 boon (3 times)
2. boon bún 本 (3 times)

4. eui practice

Listen and repeat--remember to keep the lips rounded throughout, remember that the -i of eui represents the rounded high front vowel yu [ü].

kéuih (5 times) 佢
deuimhjyuh (5 times) 對唔住
deui (5 times) 對

5. iu

iu is a two-part final composed of the high front unrounded vowel i [i] plus the high back rounded vowel u [u]. In this sequence the i is pronounced as an onglide, with the main force of voicing on the u portion of the syllable--[^{i}u].

Listen and repeat:

1. síujé (3 times)
2. síu (3 times)

6. Tone practice

1. dōu dōu , sing sing , haih haih .
2. dōu sing haih , haih sing dōu .
3. dōu sing , sing haih , dōu haih , haih dōu .
4. dōu dōu , Jèung Jèung .
5. Jèung, dōu , dōu Jèung .
6. síu síu , néih néih .
7. síu néih , néih síu .
8. haih yàhn , yàhn haih .

II. Notes

A. Culture Notes:

1. A Gwóngdùngyàhn is a person from Kwangtung province. In English such a person is usually referred to as 'Cantonese,' the English name deriving from the city of Canton in Kwangtung province. People from Hong Kong are also included in the term Gwóngdùngyàhn.
2. Polite forms in social conversation:
   a) Sīnsàang and síujé are polite formal substitutes for néih--'you' as terms of direct address.

1. Sīnsàang gwaising a? What is the gentleman's (i.e., your) name?
2. Síujé gwaising a? What is the lady's (i.e., your) name?

(See Drill 11)

b) Síujé is the general polite substitute for néih when addressing a woman, even if she is a married woman.

Ex:

Mr. Lee (to Mrs. Chan):

Síujé haih mhhaih Gwóngdùngyàhn a? Is the lady (i.e., Are you) from Kwangtung?

(See Drill 14)

c) Surname and title as polite formal substitute for néih as term of address.

Ex:

Mr. Lee (to Miss Chan):

Chàhn Síujé haih mhhaih Gwóngdùngyàhn a? Is Miss Chan (i.e., Are you) from Kwangtung?

(See Drill 14)

d) gwai- and síu-

1. gwai- is a polite form meaning "your," referring to the person you are talking to.

Ex: gwaising = your name. The literal meaning of gwai- "precious, valuable."

2. síu- is a polite form used in referring to oneself when talking with another person. It means "my." Ex: síusing = my name. The literal meaning of síu- is "small."
(See Drill 11)

3. Ngóh sing seems more commonly used than síusing, but gwaising is more common than Néih sing mēyéh a? in social conversation. At a doctor's office, or in registering for school 'What is your name' would be more apt to be asked as 'Sing mēyéh?' than as 'Gwaising a?'

B. Structure Notes.

Some people in speaking about Cantonese and other Chinese languages, say "Cantonese has no grammar." In this they are referring

to the fact that words in Cantonese (and other Chinese languages) do not undergo the changes of form which English words experience in relation to tense: see, saw, seen; to number: boy, boys; to case: I, me, my, mine; to word class: photograph, photographer, photography, photographic; to subject-verb concord: He sits, They sit.

1. Verb form: Absence of Subject-Verb concord.

There is no subject-verb concord in Cantonese. Whereas the English verb changes form in concord with the subject--I am, You are, He is--, the Cantonese verb remains in one form regardless of the subject.

Ex:

Subject	Verb		
Ngóh	haih	Chàhn Síujé.	I am Miss Chan.
Néih	haih	ngóh pàhngyáuh.	You are my friend.
Kéuih	haih	Gwóngdùngyàhn.	He is Cantonese.
Kéuihdeih	haih	Seuhnghóiyàhn.	They are Shanghai people.

(See Drill 3)

2. Noun form: Absence of Singular/Plural Distinction.

There is no distinction in Chinese nouns between singular and plural. One form is used for both single and plural objects, with other parts of the sentence, or sometimes simply the situational context, giving information regarding number.

Ex: yàhn = person, people

Yīnggwokyàhn = 'Englishman, Englishmen.'

Singular/Plural

(a) Kéuih haih Yīnggwokyàhn. He is an Englishman.

(b) Kéuihdeih haih Yīnggwokyàhn. They are Englishmen.

(See Drill 3)

3. Pronoun forms.

1. Cantonese has three personal pronouns:
   1. ngóh = I, me, my
   2. néih = you, your (singular)
   3. kéuih = he, she, it, him, her
2. Plurality is marked in personal pronouns by the plural suffix -deih:

1. ngóh = I
   ngóhdeih = we (both inclusive and exclusive)
2. néih = you (sing.)
   néihdeih = you (plu.)
3. kéuih = he, she, it
   kéuihdeih = they

(See Drill 3)

4. Modification structures: Noun modification:

In Cantonese a modifier precedes the noun it modifies:

Example: Modifier + Noun head

Ngóh	pàhngyáuh	haih Yìnggwokyàhn.
My	friend	is an Englishman.

We will refer to this modifier-modified noun structure as a Noun Phrase (NP), consisting of modifier and head.

(See Drills 5a, 12, 13)

5. Sentence suffixes.

What we call sentence suffixes are also called "final particles" and "sentence finals."

Sentence suffixes are used in conversation, and are a means by which the speaker signals the listener what he feels about what he's saying--that he is doubtful, definite, surprised, sympathetic, that he means to be polite, or sarcastic.

Some sentence suffixes have actual content meaning. For example, mē, which you will learn in Lesson 3, has interrogative meaning, and suffixed to a statement sentence makes it a question. But others operate primarily as described above--to add an emotion-carrying coloration to the sentences they attach to. As such they have been called also "intonation-carrying particles," intonation here used in its "tone of voice" sense.

Two sentence suffixes appear in the Basic Conversation of this lesson:

1. Sentence suffix a

   The sentence suffix a has the effect of softening the

sentence to which it is attached, making it less abrupt than it would otherwise be.

Examples from this lesson:

1. Kéuih haih m̀hhaih Gwóngdùngyàhn a? Is she a Cantonese?
2. M̀hhaih a. No.

In English a courteous tone of voice is perhaps the best counterpart to the a sentence suffix.

(See Basic Conversation (BC), and Drill 7)

2. Sentence suffix nē

nē in a follow sentence of structure Noun + nē? is an interrogative sentence suffix, meaning 'how about...?,' 'And...?' In such a sentence nē is interrogative on its own:

Example:

Ngóh haih Gwóngdùng-yàhn; néih nē? I am a Cantonese; how about you?

Sentence suffix a is not substitutable for nē in this type of sentence, a not having an interrogative sense of its own.

(See BC, and Drill 14)

We have used tone marks in writing the sentence suffixes, but perhaps it would have been better to use other symbols, maybe arrows pointing up for high, diagonally for rising, to the right for mid, down for falling. Since some finals can be said with different pitch contours with the effect of changing the coloration of what is said but not the content, they are not truly tonal words. For example, sentence suffix a, encountered in this lesson, we have described as having the effect of softening an otherwise rather abrupt sentence. This final can also be said at high pitch: ā, without changing the sentence-softening aspect, but adding liveliness to the response.

Ex: A: Néih haih m̀hhaih Gwóngdùngyàhn a? Are you a Cantonese?

B: M̀hhaih ā. Ngóh haih Seuhnghóiyàhn. No, siree, I'm a Shanghai man.

Beginning students, even advanced students, often have a lot of difficulty with sentence suffixes, because they don't fit into categories which we recognize in English. Partly this is because most of us haven't analyzed the English we use. How would you explain, for example, the English "sentences suffixes" in the following:

1. What do you mean by that, pray?
2. Hand me that pencil, will you?
3. Cut that out, hear?
4. He's not coming, I don't think.

Our advice to students in regard to sentence suffixes is absorb them as you can, don't get bogged down in trying to plumb their "real" meanings--in doing so, you spend more time on them than they warrant.

6. Choice-type Questions.

Questions which in English would be answered by yes or no, are formed in Cantonese by coupling the positive and negative forms of a verb together, and requiring an echo answer of the suitable one. This question form we call the Choice-type Question.

Example:

Question:	Kéuih haih m̀hhaih Méihgwokyàhn a?	Is he an American? [He is-not is American-person a?]
Responses:	Haih.	Yes. [Is.]
	M̀hhaih.	No. [Not-is]

(See BC and Drills 6, 9, 13, 14)

7. Question-word Questions.

Question-word Questions are question sentences using the Cantonese question-word equivalents of what, when, where, why, how, how much, how many, who. mēyéh? 'what?' (variant pronunciations mātyéh? and mīyéh?) is an example of a question-word.

In Cantonese question-word (QW) questions pattern like statement sentences--they have the same word order as statement sentences, with the question-word occupying the same position in the sentence which the reply word occupies in the statement.

Example: Kéuih sing mēyéh a? [He is surnamed what?] What is his name?

Kéuih sing Wòhng. [He is surnamed Wong.] His name is Wong.

(See BC and Drill 12, 13)

8. -ge, noun-forming boundword

ge attaches to the end of a word or phrase which is not a noun and makes it into a noun phrase. In such cases it usually works to translate -ge into English as 'one who' or 'such a one.' When we say ge is a boundword we mean it is never spoken as a one-word sentence, but always accompanies some other word.

Example: 1. Kéuih sing Wòhng ge. She is one who has the surname Wong. or She's a person named Wong.

(See BC and Drills 9, 10, 12, 13)

ga is a fusion of ge + sentence suffix a

Example: A: Kéuih haih mhhaih sing Wòhng ga? Is he named Wong?

B: Mhhaih--kéuih mhhaih sing Wòhng ge. Kéuih sing Hòh. No, he's not named Wong. His name is Ho.

(See Drill 9)

9. mātyéh, mēyéh, and mīyéh = variant pronunciations for 'what?' mātyéh is occasionally used in conversations as an emphatic form; normally the spoken pronunciation is mēyéh or mīyéh, some people favoring mēyéh, others mīyéh. We have written mēyéh uniformly in the text, but on the tapes you will hear all three forms.

III. DRILLS

1. Transformation Drill: Make negative sentences following the pattern of the example. Student should point to himself in ngóh sentences, to another student in kéuih and néih sentences.

Ex: T: Kéuih haih Seuhnghóiyàhn. — T: He (or she) is from Shanghai. (Shanghai person)

S: Kéuih mhhaih Seuhnghóiyàhn. — S: He (or she) is not from Shanghai.

1. Kéuih haih Seuhnghóiyàhn	1. Kéuih mhhaih Seuhnghóiyàhn.
+ 2. Kéuihdeih haih Gwóngdùngyàhn. (They are Cantonese.)	2. Kéuihdeih mhhaih Gwóngdùngyàhn.
+ 3. Ngóh haih Jùnggwokyàhn. (I am a Chinese.)	3. Ngóh mhhaih Jùnggwokyàhn.
+ 4. Ngóhdeih haih Jùnggwokyàhn. (We are Chinese.)	4. Ngóhdeih mhhaih Jùnggwokyàhn.
+ 5. Néih haih Yīnggwokyàhn. (You are an Englishman.)	5. Néih mhhaih Yīnggwokyàhn.
+ 6. Néih haih Méihgwokyàhn. (You are an American)	6. Néih mhhaih Méihgwokyàhn.
+ 7. Néihdeih haih Méihgwokyàhn. (You (plu.) are Americans.)	7. Néihdeih mhhaih Méihgwokyàhn.
+ 8. Ngóh haih Yahtbúnyàhn. (I am a Japanese.)	8. Ngóh mhhaih Yahtbúnyàhn.
+ 9. Ngóh haih Tòihsāanyàhn. (I am a Toishan man.)	9. Ngóh mhhaih Tòihsāanyàhn.

---

2. Substitution Drill: Substitute the cue word to make a new sentence, following the pattern of the example.

Ex: T: Kéuihdeih haih Gwóngdùngyàhn /Seuhnghóiyàhn/ — T: They are Cantonese. /Shanghai people/

S: Kéuihdeih haih Seuhnghóiyàhn. S: They are Shanghai people.

1. Kéuihdeih haih Seuhnghóiyàhn. /Méihgwokyàhn/ 1. Kéuihdeih haih Méihgwokyàhn.
2. Kéuihdeih haih Méihgwokyàhn. /Yìnggwokyàhn/ 2. Kéuihdeih haih Yìnggwokyàhn.
3. Kéuihdeih haih Yìnggwokyàhn. /Yahtbúnyàhn/ 3. Kéuihdeih haih Yahtbúnyàhn.
4. Kéuihdeih haih Yahtbúnyàhn. /Jùnggwokyàhn/ 4. Kéuihdeih haih Jùnggwokyàhn.
5. Kéuihdeih haih Jùnggwokyàhn. /Gwóngdùngyàhn/ 5. Kéuihdeih haih Gwóngdùngyàhn.

---

3. Mixed Substitution Drill: Substitute the cue word in the appropriate position, following the pattern of the example.

Ex: T: Ngóh haih Seuhnghóiyàhn. /néihdeih/ I am from Shanghai. /you (plu.)/

S: Néihdeih haih Seuhnghóiyàhn. You (plu.) are from Shanghai.

T: Néihdeih haih Seuhnghóiyàhn. /Jùnggwokyàhn/ You (plu.) are from Shanghai. /Chinese/

S: Néihdeih haih Jùnggwokyàhn. You (plu.) are Chinese.

1. Kéuih haih Yìnggwokyàhn. /kéuihdeih/ 1. Kéuihdeih haih Yìnggwokyàhn.
2. Kéuihdeih haih Yìnggwokyàhn. /néihdeih/ 2. Néihdeih haih Yìnggwokyàhn.
3. Néihdeih haih Yìnggwokyàhn. /Méihgwokyàhn/ 3. Néihdeih haih Méihgwokyàhn.
4. Néihdeih haih Méihgwokyàhn. /ngóh/ 4. Ngóh haih Méihgwokyàhn.
5. Ngóh haih hohksàang. /sīnsàang/ 5. Ngóh haih sīnsàang.

---

4. Expansion Drill: Expand the cue sentences as indicated in the example. Students should gesture to indicate pronouns.

Ex: T: Kéuih mhhaih Léih Táai. She is not Mrs. Lee.

S: Kéuih mhhaih Léih Táai, ngóh haih. — She is not Mrs. Lee, I am.

1. Kéuih mhhaih Jèung Sàang. — 1. Kéuih mhhaih Jèung Sàang; ngóh haih.
2. Kéuih mhhaih Chàhn Síujé. — 2. Kéuih mhhaih Chàhn Síujé; ngóh haih.
3. Kéuih mhhaih Hòh Sàang. — 3. Kéuih mhhaih Hòh Sàang; ngóh haih.
4. Kéuih mhhaih Léih Táai. — 4. Kéuih mhhaih Léih Táai; ngóh haih.
5. Kéuih mhhaih Chàhn Sàang. — 5. Kéuih mhhaih Chàhn Sàang; ngóh haih.

---

5. Transformation Drill: Respond according to the pattern of the example. Students gesture pronouns.

Ex: T: Ngóh haih Méih-gwokyàhn. — T: I am an American.

S: Néih haih mhhaih Méihgwokyàhn a? — S: Are you an American?

1. Ngóh haih Gwóngdùngyàhn. — 1. Néih haih mhhaih Gwóng-dùngyàhn a?
2. Ngóh haih Wòhng Sàang. — 2. Néih haih mhhaih Wòhng Sàang a?
3. Kéuih haih Léih Sàang. — 3. Kéuih haih mhhaih Léih Sàang a?
4. Ngóh haih Méihgwokyàhn. — 4. Néih haih mhhaih Méih-gwokyàhn a?
5. Ngóhdeih haih Yahtbúnyàhn. — 5. Néihdeih haih mhhaih Yahtbúnyàhn a?
6. Kéuih haih Jùnggwokyàhn. — 6. Kéuih haih mhhaih Jùng-gwokyàhn a?

a. Do the above sentences as an expansion drill, expanding with pàhngyáuh thus:

T: Ngóh haih Gwóngdùngyàhn.

S: Ngóh pàhngyáuh haih Gwóngdùngyàhn.

---

6. Response Drill: Respond according to the pattern of the example.

Ex: T: Jèung Síujé haih mhhaih Méihgwokyàhn a? /Yínggwokyàhn/ — T: Is Miss Cheung an American? /English-person/

S: M̀hhaih. Kéuih haih Yínggwokyàhn. — S: No, she's English.

1. Néih haih mhhaih Yínggwokyàhn a? /Méihgwokyàhn/ — 1. M̀hhaih. Ngóh haih Méihgwokyàhn.
2. Néih haih mhhaih Seuhnghóiyàhn a? /Gwóngdùngyàhn/ — 2. M̀hhaih. Ngóh haih Gwóngdùngyàhn.
3. Jèung Sàang haih mhhaih Gwóngdùngyàhn a? /Seuhnghóiyàhn/ — 3. M̀hhaih. Kéuih haih Seuhnghóiyàhn.
4. Máh Táai haih mhhaih Yínggwokyàhn a? /Méihgwokyàhn/ — 4. M̀hhaih. Kéuih haih Méihgwokyàhn.
5. Kéuih haih mhhaih Seuhnghóiyàhn a? /Tòihsāanyàhn/ — 5. M̀hhaih. Kéuih haih Tòihsāanyàhn.

---

7. Conversation Exercise: Carry on the suggested Conversations following the pattern of the example.

Ex: A: Néih haih mhhaih Jèung Síujé a? — A: Are you Miss Cheung?

B: M̀hhaih. Ngóh sing Chàhn. — B: No, my name is Chan.

1. A: ..... Chàhn Sàang a? — 1. A: Néih haih mhhaih Chàhn Sàang a?
   B: ..... Hòh. — B: M̀hhaih a. Ngóh sing Hòh.
2. A: ..... Léih Síujé a? — 2. A: Néih haih mhhaih Léih Síujé a?
   B: ..... Jèung. — B: M̀hhaih a. Ngóh sing Jèung.
3. A: ..... Chàhn Táai a? — 3. A: Néih haih mhhaih Chàhn Táai a?
   B: ..... Hòh. — B: M̀hhaih a. Ngóh sing Hòh.
4. A: ..... Léih Sàang a? — 4. A: Néih haih mhhaih Léih Sàang a?
   B: ..... Jèung. — B: M̀hhaih a. Ngóh sing Jèung.
5. A: ..... Hòh Síujé a? — 5. A: Néih haih mhhaih Hòh Síujé a?

B: ..... Chàhn. B: M̀hhaih a. Ngóh sing Chàhn.

7a. Continue, with student A using a name at random and student B using his own name in response.

---

8. Response Drill: Respond according to the pattern of the example:

Ex: T: Kéuih sing Wòhng. /Jèung/ T: Her name is Wong. /Cheung/

S: Kéuih m̀hhaih sing Wòhng, sing Jèung. S: Her name is not Wong, it's Cheung.

1. Kéuih sing Jèung. /Hòh/ 1. Kéuih m̀hhaih sing Jèung, sing Hòh.
2. Kéuih sing Hòh. /Chàhn/ 2. Kéuih m̀hhaih sing Hòh, sing Chàhn.
3. Kéuih sing Chàhn. /Léih/ 3. Kéuih m̀hhaih sing Chàhn, sing Léih.
4. Kéuih sing Léih. /Làuh/ 4. Kéuih m̀hhaih sing Léih, sing Làuh.
5. Kéuih sing Máh. /Wòhng/ 5. Kéuih m̀hhaih sing Máh, sing Wòhng.

---

9. Response Drill

Ex: T: Kéuih haih m̀hhaih sing Chàhn ga? /Hòh/ Is her name Chan? /Ho/

S: M̀hhaih. Kéuih sing Hòh ge. No, her name is Ho.

1. Kéuih haih m̀hhaih sing Léih ga? /Chàhn/ 1. M̀hhaih. Kéuih sing Chàhn ge.
2. Kéuih haih m̀hhaih sing Máh ga? /Hòh/ 2. M̀hhaih. Kéuih sing Hòh ge.
3. Kéuih haih m̀hhaih sing Jèung ga? /Léih/ 3. M̀hhaih. Kéuih sing Léih ge.
4. Kéuih haih m̀hhaih sing Chàhn ga? /Máh/ 4. M̀hhaih. Kéuih sing Máh ge.
5. Kéuih haih m̀hhaih sing Hòh ga? /Jèung/ 5. M̀hhaih. Kéuih sing Jèung ge.

Comment:

a. Sentence suffix ga is a fusion of ge + a = ga.

b. In the choice-type question form, sing is preceded by haih mhhaih to make the question.

---

10. Expansion Drill:

Ex: T: Néihdeih haih Méih-gwokyàhn. /ngóhdeih/	You are Americans. /we/
S: Néihdeih haih Méih-gwokyàhn; ngóhdeih dōu haih Méihgwok-yàhn.	You are Americans; we are also Americans.
1. Kéuihdeih haih Yìnggwokyàhn. /ngóhdeih/	1. Kéuihdeih haih Yìnggwokyàhn; ngóhdeih dōu haih Yìng-gwokyàhn.
2. Ngóhdeih haih Seuhnghóiyàhn. /kéuihdeih/	2. Ngóhdeih haih Seuhnghóiyàhn; kéuihdeih dōu haih Seuhng-hóiyàhn.
3. Wòhng Táai haih ngóh pàhng-yáuh. /kéuih/	3. Wòhng Táai haih ngóh pàhng-yáuh; kéuih dōu haih ngóh pàhngyáuh.
4. Kéuihdeih haih Gwóngdùngyàhn. /néihdeih/	4. Kéuihdeih haih Gwóngdùngyàhn; néihdeih dōu haih Gwóng-dùngyàhn.
5. Ngóhdeih haih sing Chàhn ge. /kéuihdeih/	5. Ngóhdeih haih sing Chàhn ge; kéuihdeih dōu haih sing Chàhn ge.

---

11. Conversation Exercise

Example:	
1. A: Síujé gwaising a?	(To a woman) What is your name?
B: Síusing Hòh.	My name is Ho.
A: Hòh Síujé.	Miss Ho.
2. A: Sīnsàang gwaising a?	(To a man) What is your name?
B: Síusing Làuh.	My name is Lau.
A: Làuh Sàang.	Mr. Lau.
1. A: Sīnsàang .....?	1. A: Sīnsàang gwaising a?
B: .....Léih.	B: Síusing Léih.
A:	A: Léih Sàang.

2. A: Sīnsàang .....?	2. A: Sīnsàang gwaising a?
B: .....Chàhn.	B: Síusing Chàhn.
A:	A: Chàhn Sàang.
3. A: Sīnsàang .....?	3. A: Sīnsàang gwaising a?
B: .....Jèung.	B: Síusing Jèung.
A:	A: Jèung Sàang.
4. A: Síujé .....?	4. A: Síujé gwaising a?
B: .....Wòhng.	B: Síusing Wòhng.
A:	A: Wòhng Síujé.
5. A: Síujé .....?	5. A: Síujé gwaising a?
B: .....Hòh.	B: Síusing Hòh.
A:	A: Hòh Síujé.

---

12. Conversation Drill

Ex: A: Néih pàhngyáuh sing mēyéh a?	What is your friend's name?
B: Kéuih sing Wòhng ge.	His name is Wong.
1. A: .....?	1. A: Néih pàhngyáuh sing mēyéh a?
B: .....Hòh.....	B: Kéuih sing Hòh ge.
2. A: .....?	2. A: Néih pàhngyáuh sing mēyéh a?
B: .....Làuh.....	B: Kéuih sing Làuh ge.
3. A: .....?	3. A: Néih pàhngyáuh sing mēyéh a?
B: .....Wòhng.....	B: Kéuih sing Wòhng ge.
4. A: .....?	4. A: Néih pàhngyáuh sing mēyéh a?
B: .....Jèung.....	B: Kéuih sing Jèung ge.
5. A: .....?	5. A: Néih pàhngyáuh sing mēyéh a?
B: .....Léih.....	B: Kéuih sing Léih ge.

---

13. Conversation Drill

Ex: A: Néih pàhngyáuh sing mēyéh a?	A: What is your friend's name?
B: Kéuih sing Wòhng ge.	B: His name is Wong.
A: Kéuih haih mhhaih Gwóngdùngyàhn a?	A: Is he a Cantonese?
B: Mhhaih. Kéuih haih Yahtbúnyàhn.	B: No, he's a Japanese.

1. A: .....?	1. A: Néih pàhngyáuh sing mēyéh a?
B: .....Hòh.	B: Kéuih sing Hòh ge.
A: ....Yīnggwokyàhn a?	A: Kéuih haih mhhaih Yīnggwokyàhn a?
B: .....Méihgwokyàhn.	B: Mhhaih. Kéuih haih Méihgwokyàhn.
2. A: .....?	2. A: Néih pàhngyáuh sing mēyéh a?
B: .....Léih.	B: Kéuih sing Léih ge.
A: ...Seuhnghóiyàhn a?	A: Kéuih haih mhhaih Seuhnghóiyàhn a?
B: .....Tòihsāanyàhn.	B: Mhhaih. Kéuih haih Tòihsāanyàhn.
3. A: .....?	3. A: Néih pàhngyáuh sing mēyéh a?
B: .....Chàhn.	B: Kéuih sing Chàhn ge.
A: ....Méihgwokyàhn a?	A: Kéuih haih mhhaih Méihgwokyàhn a?
B: .....Yīnggwokyàhn.	B: Mhhaih. Kéuih haih Yīnggwokyàhn.
4. A: .....?	4. A: Néih pàhngyáuh sing mēyéh a?
B: .....Máh.	B: Kéuih sing Máh ge.
A: ...Gwóngdùngyàhn a?	A: Kéuih haih mhhaih Gwóngdùngyàhn a?
B: .....Seuhnghóiyàhn.	B: Mhhaih. Kéuih haih Seuhnghóiyàhn.
5. A: .....?	5. A: Néih pàhngyáuh sing mēyéh a?
B: .....Wòhng.	B: Kéuih sing Wòhng ge.

A: .....Yahtbúnyàhn a?	A: Kéuih haih mhhaih Yahtbúnyàhn a?
B: ......Jùnggwokyàhn.	B: Mhhaih. Kéuih haih Jùnggwokyàhn.
6. A: .....?	6. A: Néih pàhngyáuh sing mēyéh a?
B: .....Jèung.	B: Kéuih sing Jèung ge.
A: ...Seuhnghóiyàhn a?	A: Kéuih haih mhhaih Seuhnghóiyàhn a?
B: .....Yahtbúnyàhn.	B: Mhhaih. Kéuih haih Yahtbúnyàhn.

---

14. Conversation Drill: Carry on the suggested conversations following the pattern of the example.

Ex: A: Sīnsàang haih mhhaih Méihgwokyàhn a?	Is the gentleman (i.e. Are you) an American?
B: Mhhaih--ngóh haih Yīnggwokyàhn. Síujé nē?	No, I'm an Englishman. And the lady (i.e. you)?
A: Ngóh haih Gwóngdùngyàhn.	I am a Cantonese.

1. A: (Woman): Sīnsàang ....Gwóngdùngyàhn.	A: Sīnsàang haih mhhaih Gwóngdùngyàhn a?
B: (Man) : ....Seuhnghóiyàhn.	B: Mhhaih. Ngóh haih Seuhnghóiyàhn. Síujé nē?
A: (Woman): .....Yahtbúnyàhn.	A: Ngóh haih Yahtbúnyàhn.
2. A: (Man) : Síujé ....Yahtbúnyàhn...	A: Síujé haih mhhaih Yahtbúnyàhn a?
B: (Woman): ....Jùnggwokyàhn...	B: Mhhaih. Ngóh haih Jùnggwoyàhn. Sīnsàang nē?
A: (Man) : .....Méihgwokyàhn..	A: Ngóh haih Méihgwokyàhn.
3. A: (Man) : Sīnsàang ....Yīnggwokyàhn	A: Sīnsàang haih mhhaih Yīnggwokyàhn a?
B: (Man) : .....Méihgwokyàhn.	B: Mhhaih. Ngóh haih Méihgwokyàhn. Sīnsàang nē?
A: (Man) : .....Gwóngdùngyàhn.	A: Ngóh haih Gwóngdùngyàhn.
4. A: (Woman): Máh Sīnsàang ....Yahtbúnyàhn.	A: Máh Sīnsàang haih mhhaih Yahtbúnyàhn a?

B: (Man) : ..... Jùnggwokyàhn. ....Chàhn Síujé...?

B: M̀hhaih. Ngóh haih Jùnggwokyàhn. Chàhn Síujé nē?

A: (Woman): .....Yìnggwokyàhn.

A: Ngóh haih Yìnggwokyàhn.

a. Continue, students using their own situation to carry on the suggested conversations.

IV. CONVERSATIONS FOR LISTENING

The text of these conversations is written out in Appendix 1.

Listen to the tape with your book closed, checking the text afterward, if necessary.

V. SAY IT IN CANTONESE:

In this section you get directed practice in using some of the Cantonese you have learned, using the English sentences to prompt you. This is not to be thought of as a translation exercise--the English is just to get you going. Try to put the ideas into Cantonese, saying it the way the Cantonese would. Often there will be quite a few ways to say the same thing.

A. Ask the person sitting next to you:	And he answers:
1. What is your name?	1. My name is _____.
2. Are you an Englishman?	2. No, I'm an American.
3. Is your friend also an American?	3. Yes, he is.
4. Is Miss Ho from Shanghai?	4. No, she's from Toishan.
5. Is Mr. Lau a Toishan man?	5. Yes, he is.
6. What is your friend's name?	6. His name is Lee.
7. Are you Mr(s). Wong?	7. I'm not Mr(s). Wong, my name is _____.
8. Are you a student?	8. No, I'm not a student, I'm a teacher.

B. At a party:

1. Mr. Wong asks Mr. Ho his name.
2. Mr. Ho replies that his name is Ho, and asks Mr. Wong his name.
3. Mr. Wong gives his name, and asks Mr. Ho if he is a Kwangtung man.
4. Mr. Ho answers that he is. He asks Mr. Ho if he also is from Kwangtung.
5. Mr. Wong says no, that he is a Shanghai man.

C. A and B, two new students, wait for the teacher to come to class:

1. A asks B what his name is. (students use actual names)
2. B replies and inquires A's name.
3. A gives his name, and asks B if he is Japanese.
4. B replies, and asks A if he is an Englishman.
5. A replies, and asks B what C's name is.
6. B replies, adding that C is Chinese.

Vocabulary Checklist for Lesson 2

1. a	ss:	sen. suf., to soften abruptness
2. dōu	Adv:	also
3. ga	ss:	sen. suf., fusion of ge + a = ga
4. Gám	sp:	'Well then, ...' 'Say,...' sen. prefix resuming the thread of previous discussion
5. -ge	bf:	noun-forming boundword; -ge added to a Verb Phrase makes it a Noun Phrase
6. gwaising?	Ph:	what is (your) surname? [polite]
7. Gwóngdùng	pw:	Kwangtung, a province in SE China
8. Gwóngdùngyàhn [go]	n:	Cantonese person, person from Kwangtung Province
9. Jùnggwokyàhn	n:	Chinese person
10. kéuih	Pro:	he, him, his
11. kéuihdeih	Pro:	they, them, their
12. mātyéh?	QW:	what?

13. Méihgwokyàhn	n:	American
14. mēyéh?	QW:	what?
15. mǐyéh?	QW:	what?
16. nē	ss:	sen. suf. for questions
17. néih	Pro:	you, your
18. néihdeih	Pro:	you, your (plu.)
19. ngóhdeih	Pro:	we, our, us
20. pàhngyáuh [gò]	n:	friend
21. Seuhnghói	pw:	Shanghai
22. Seuhnghóiyàhn	n:	person from Shanghai
23. Sīnsàang	n:	"Sir," term of direct address
24. sīnsàang	n:	man
25. síujé	n:	'Miss,' Madame, term of direct address
26. síusing	Ph:	my surname is (polite)
27. Tòihsāan	pw:	Toishan, a county in southern Kwangtung about 100 miles west of Hong Kong.
28. Tòihsāanyàhn	n:	person from Toishan
29. yàhn	n:	person
30. Yahtbúnyàhn	n:	Japanese person
31. Yīnggwokyàhn	n:	Englishman, person from England

CLASSROOM PHRASES

Learn to respond to the following classroom instructions. First look at the English equivalents as the teacher reads the Cantonese instructions. Then close your books and listen to the teacher and watch his gestures to help you understand. Check your book if you have difficulty. The teacher will say each sentence several times to help you become familiar with the instructions. Your goal is to be able to respond to the Cantonese without doing mental translations into English. Knowing the scope of what to expect will make the details stand out clearly.

1. Ngóh jídou bīngo, bīngo jauh góng.	1. I'll point to someone, and that person should speak.
2. Yìhgā ngóh duhk, néihdeih sīn tèng.	2. Now I'll read aloud and you (plu.) first listen.
3. Yìhgā néihdeih mhhóu tái syù, gànjyuh ngóh duhk.	3. Now don't look at your books, and recite after me.
4. Yìhgā néihdeih gànjyuh laih-geui gám jouh.	4. Do (the problems) according to the pattern set in the example sentence.
5. Yìhgā ngóhdeih tái daih yāt go lihnjaahp.	5. Now we'll look at the first exercise.
6. Yìhgā ngóhdeih tái daih yāt geui.	6. Now we'll look at the first sentence.
7. Yáuh móuh mahntàih?	7. Are there any questions? OR Do you have any questions?
Responses:	
Yáuh.	Have. (i.e., Yes, I have a question)
Móuh.	Don't have. (i.e., No, I don't have any questions.)
8. Nihng táu.	8. Shake the head.
9. Ngahp táu.	9. Nod the head.

I. BASIC CONVERSATION

A. Buildup:

(Three colleagues, returning from lunch, are waiting for the elevator in their office building. Next to them two other businessmen are engaged in conversations)

Wòhng Síujé

wá	language
mēyéh wá a?	what language?
góng	speak
góng mēyéh wá a?	speak what language?
Kéuihdeih góng mēyéh wá a?	What language are they speaking?
jī or jīdou	know
jī mhjī a?	know/not know?
Néih jī mhjī kéuihdeih góng mēyéh wá a?	Do you know what language they are speaking?
Gwokyúh	Mandarin
góng Gwokyúh	speak Mandarin
Haih mhhaih góng Gwokyúh a?	Are they speaking Mandarin?

Chàhn Sàang

Mhhaih.	(They) are not.
Seuhnghóiwá	Shanghai dialect
Kéuihdeih góng Seuhnghóiwá.	They're speaking the Shanghai dialect.

Jèung Síujé

sīk	know (how)
sīk góng Seuhnghóiwá	know how to speak Shanghai dialect, be able to speak Shanghai dialect.
mē?	sentence suf., indicating surprised question
Néih sīk góng Seuhnghóiwá mē?	You can speak Shanghai dialect?!

Chàhn Sàang

sèsíu	a little, somewhat

jē	sentence suf., indicating 'merely', 'only', 'that's all'
Sīk sèsíu jē.	I know a little, that's all.

Wòhng Síujé

tùhng	and
Seuhnghóiwá tùhng Gwokyúh	Shanghai dialect and Mandarin
dōu	both
kéuih dōu sīk góng	he speaks both
Seuhnghóiwá tùhng Gwokyúh kéuih dōu sīk góng	he speaks both Shanghai dialect and Mandarin.
ga	sen. suf. for matter of fact assertion.
Seuhnghóiwá tùhng Gwokyúh kéuih dōu sīk góng ga.	He speaks both Shanghai dialect and Mandarin.

Jèung Síujé

Yīngmán or Yīngmàhn	English language
Gám, néih sīk mhsīk Yīngmān a?	Well, do you know English?

Chàhn Sàang

sīk góng sèsíu	can speak a little
sé	write
mhsīk sé	can't write
daahnhaih	but
daahnhaih mhsīk sé	but can't write
Sīk góng sèsíu, daahnhaih mhsīk sé.	I can speak a little, but I can't write.

Jèung Síujé

hohk	study, learn
séung	wish to, want to, would like to
séung hohk	would like to learn
séung hohk Yīngmán	would like to learn English
dī	a little, some
séung hohk dī Yīngmán	would like to learn a little English

Ngóh séung hohk dī Yīngmán--	I'd like to learn a little English--
dím a?	how?
dím góng a?	how (do you) say?
Yīngmán, dím góng a?	how is it said in English?
yāt yih sàam sei ńgh	one two three four five
Yāt yih sàam sei ńgh, Yīngmán dím góng a?	How do you say 'one two three four five' in English?
Chàhn Sàang	
One two three four five.	One two three four five.
Jèung Síujé	
chīngchó	clear
mhchīngchó	not clear
Ngóh tèng mhchīngchó.	I didn't hear clearly.
yāt chi	one time, once
góng yāt chi	say (it) one time
joi	again
joi góng yāt chi	say (it) once again
mhgòi néih	Would you please ...
Mhgòi néih joi góng yāt chi.	Would you please say it once again?

B. Recapitulation:

Wòhng Síujé:	
Néih jī mhjī kéuihdeih góng mēyéh wá a? Haih mhhaih góng Gwokyúh a?	What language are they speaking? Are they speaking Mandarin?
Chàhn Sàang:	
Mhhaih. Kéuihdeih góng Seuhnghói-wá.	(They) are not. They're speaking the Shanghai dialect.
Jèung Síujé:	
Néih sīk góng Seuhnghóiwá mē?	You can speak the Shanghai dialect?
Chàhn Sàang:	
Sīk sèsíu jē.	I know a little, that's all.

Wòhng Síujé:	
Seuhnghóiwá tùhng Gwokyúh kéuih dōu sīk góng ga.	He speaks both Shanghai dialect and Mandarin.
Jèung Síujé:	
Gám, néih sīk mhsīk Yīngmán a?	Well, do you know English?
Chàhn Sàang:	
Sīk góng sèsíu, daahnhaih mhsīk sé.	I can speak a little, but I can't write.
Jèung Síujé:	
Ngóh séung hohk dī Yīngmán-- Yāt yih sàam sei ńgh, Yīngmán dím góng a?	I'd like to learn a little English--How do you say 'one two three four five' in English?
Chàhn Sàang:	
One two three four five.	One two three four five.
Jèung Síujé:	
Ngóh tèng mhchīngchó. Mhgòi néih joi góng yāt chi.	I didn't hear clearly. Would you please say it once again.

+ + + + + + + + + + + + + + +

Pronunciation

1. Open vowels before nasal consonants:

Practice the open vowel before a nasal final in the syllables of that structure you have had thus far in the text. Hold your nose, listen, and repeat:

-m: gám敢 gám , sàam衫 sàam .

-n: Yahtbún日本 Yahtbún ,
Chàhn陳 Chàhn , jóusàhn早晨 jóusàhn .

-ng: séung想 séung , Jèung張 Jèung ,
góng講 góng , sīnsàang先生 sīnsàang ,
sing姓 sing , gwaising貴姓 gwaising .

2. Nasalized vowel following nasal consonant:

Vowels following nasal consonants in the same syllable are nasalized in Cantonese, whereas in English a vowel following a nasal consonant in the same syllable is open.

Listen to your teacher as he holds his nose and says:

ngóh 我

néih 你
nē 呢
Máh 馬
Yīngmán 英文

You notice that the vowels are partially blocked when the nose is blocked, revealing that some air is normally released through the nose. Repeat the above words after your teacher, holding your nose to test if you are nasalizing the vowel.

If you can't quite say these right your pronunciation will sound foreign accented, but it won't make any significant different because what you say won't have some other meaning, as it might if you got the tone wrong.

3. eung practice:
   1. séung séung séung
   2. Jèung Jèung Jèung
4. eui practice: (Remember that the -i here represents the lip-rounded yu sound.)
   1. kéuih kéuih kéuih
   2. deuimhjyuh deui deui
5. eui/oi contrast practice:
   1. deui deui deui
   2. joi joi joi
   3. deui joi , deui joi , deui joi .
   4. joi deui , joi deui , joi deui .
6. ok, as in hohk, Jùnggwok

-k: k in final position is produced by the back of the tongue pressing against the roof of the mouth, stopping the air flow at the junction of the hard and soft palates. In final position k is unreleased--[k˺].

o: o before k has the same value as o elsewhere--mid back rounded vowel: [ɔ].

Listen and repeat:
   1. hohk學(5 times)
   2. Jùnggwok中國(5 times)
   3. ngóh hohk 我學 , ngóh hohk , ngóh hohk .
   4. joi hohk 再學, joi hohk , joi hohk .

5. hohk 學 góng 講 , hohk góng , hohk góng .

7. ng as in ńgh

The velar nasal consonant ng occurs as a vowel, in that the consonant ng is syllabic in the syllable ńgh. (There are also two surnames using the syllable ng.)

Listen and repeat:

想 五 1. séung séung , ńgh ńgh .

我 五 2. ngóh ngóh , ńgh ńgh .

一二三四五 3. yāt yih sàam sei ńgh .

II. NOTES

A. Culture Notes:

1. Chinese languages

Gwóngdùngwá: The language spoken in the area roughly coinciding with Kwangtung Province in SE China is called Gwóngdùngwá 'Kwangtung - speech.' In English it is referred to as 'Cantonese,' named after the major city in which it was spoken when Westerners arrived in China and began to learn it.

There are many dialects of Gwóngdùngwá, of which the recognized standard is the language of Canton and Hong Kong. This book will not concern itself with the many dialects, but will concentrate solely on Standard Cantonese. (The dialect of Cantonese spoken by most American Chinese is Tòihsāanwá, spoken in Toishan county in Southern Kwangtung, from whence most American Chinese emigrated.)

Gwokyúh: [national-language] called in English 'Mandarin,' is the native language of the greater part of north and northwest China. Mandarin has been promoted as the national language by both the Communist Chinese and the Nationalists and is the language of instruction in the school systems of both China and Taiwan.

Seuhnghóiwá: 'Shanghai dialect' spoken in the area around Shanghai on the East Coast of China.

2. Dialect differences in Standard Cantonese: initial n l

In Standard Cantonese as spoken in Hong Kong there exist variations in pronunciation which cannot be called substandard, since they are used by educated persons. One such variation is to substitute an l sound for an n sound in words and syllables which begin with n. Some educated speakers do not have initial n in their speech, and substitute l wherever n occurs. This is quite common in Hong Kong.

Ex: néih ⟶ léih 'you (sing.)'
néihdeih ⟶ léihdeih 'you (plu.)'

B. Structure Notes:

1. Uninflected verb forms in Cantonese:

Verbs in English have compulsory differences in form (inflections) to represent action in progress (is eating), intended action (going to eat), past action (ate), general statement (eats), and others.

Broadly speaking, Cantonese verbs do not have the same compulsory differences in form. One form may cover action in progress, intended action, past action, general statement. For example: Kéuih gaau Gwóngdùngwá can mean: He is teaching Cantonese, He taught Cantonese, He teaches Cantonese.

(See Drill 1, 6)

Additional clements may be used by the speaker to particularize action in progress, repeated action, accomplished action, etc., but their use is not the compulsory feature of the language that it is in English.

2. Verbs in series: affirmative, negative, and question forms.

1. When two verbs occur together in series, it is the first verb which forms a set with the negative and the choice-type question.

Example: Kéuih sīk góng Gwokyúh. He can speak Mandarin.
Kéuih mhsīk góng Gwokyúh. He can't speak Mandarin.
Kéuih sīk mhsīk góng Gwokyúh a? Can he speak Mandarin?

2. haih is frequently used in series with action verbs in the negative and in choice questions, but not normally in the affirmative or in question-word questions.

(QWQ): Kéuihdeih góng mēyéh wá a? — What language are they speaking?

(CHQ): Haih mhhaih góng Gwokyúh a? — Are they speaking Mandarin?

(Neg): Mhhaih góng Gwokyúh-- — (They're) not speaking Mandarin--

(Aff): Kéuihdeih góng Seuhnghóiwá. — They're speaking Shanghai dialect.

(See BC)

3. Sentence suffix mē

mē is an interrogative sentence suffix indicating surprised question. mē makes a question sentence of the statement sentence it attaches to, with the force of "What?! I can hardly believe it!"

Ex: Néih sīk góng Seuhnghóiwá mē?! — What?! You can speak Shanghai dialect?!

(See BC and Drill 2)

4. Sentence suffix jē.

jē has the force of "merely," "only," "that's all." Alternate pronunciations are ja, or jə.

Ex: Sīk góng sèsíu jē. — I can speak just a bit, that's all.

5. Sentence suffix ga

1. Sentence suffix ga (usually pronounced [kə], similar to the gu sound in the English word "Gus") attaches to a sentence, giving a matter-of-fact connotation to the sentiment expressed.

Ex. (from Basic Conversation):

Seuhnghóiwá tùhng Gwokyúh Kéuih dōu sīk góng ga. — Shanghai dialect and Mandarin, he can speak both, that's a fact.

The implication is that there's nothing extraordinary about it, that's simply the way it is.

2. Matter-of-fact ga and NP forming ge.

These two are sometimes difficult to differentiate. A test is that a NP ge sentence either uses the verb haih or can be expanded with haih, but a matter-of-fact ga sentence can't always be expanded with haih.

Ex: 1. Kéuih haih gaau Yìngmán ge.	He is someone who teaches English.
(See Drill 18)	
2. Kéuih (haih) sing Wòhng ge.	He is someone named Wong.
3. Seuhnghóiwá tùhng Gwokyúh kéuih dōu sīk góng ga.	Shanghai dialect and Mandarin, he can speak both, that's a fact.

6. Loose relationship of Subject-Predicate in Cantonese: Subject + Predicate as Topic + Comment.

We described full sentences above in Lesson One as being composed of Subject and Predicate, in that order.

Below are examples of Subject-Predicate sentences:

Subject	Predicate
1. Ngóh	sing Chàhn.
2. Kéuih	sīk góng Seuhnghóiwá mē?!
3. Néih pàhngyáuh	góng mēyéh wá a?
4. Síujé	gwaising a?
5. Yìngmán	dím góng?
6. Yāt yih sàam	Yìngmán dím góng a?
7. Seuhnghóiwá tùhng Gwokyúh	kéuih dōu sīk góng ga.
8. Néih jì mhjì	kéuihdeih góng mēyéh wá a?

You will note from the sentences above that Subject in Cantonese does not cover the same territory that Subject in English does. For example, Sentence No. 7 above might be rendered in English: "Shanghai dialect and Mandarin--he can speak both." The subject of that sentence is "he." If you were to say "Shanghai dialect and Mandarin are both spoken by him," the subject would be "Shanghai dialect and Mandarin." In English the subject of

the sentence is that which governs the verb. But in Cantonese the subject doesn't govern the verb--there is no subject-verb concord (He speaks, They speak, It is spoken), and the ground rules are different. In Cantonese the subject comes first in a sentence, and is what is being talked about; the predicate follows, and is what is said about the subject. The subject is thus the topic of the sentence, and the predicate is the comment. In Seuhnghóiwá tùhng Gwokyúh kéuih dōu sīk góng ga, the subject, or topic,--what is being talked about--is Seuhnghóiwá tùhng Gwókyúh "Shanghai dialect and Mandarin," the predicate or comment,--what is said about the topic--is "kéuih dōu sīk góng ga," "he knows how to speak both."

In Sentence No. 5 above, Yīngmán dím góng a? the topic is Yīngmán, "English," and the comment dím góng a? "how say?" Extended, in Sentence No. 6, to "Yāt yih sàam Yīngmán dím góng a?" the subject, or topic, is Yāt yih sàam, the predicate, or comment, is Yīngmán dím góng a?

The relationship of Subject and Predicate in Cantonese is looser than that of Subject and Predicate in English. In English Subject and Predicate are tied together by the verb of the predicate being governed by the status of the Subject. In Cantonese Subject and Predicate are bound together by simple juxtaposition.

7. Types of Predicates

a. Verbal Predicate. The most common predicate is the verbal predicate, consisting of a verb phrase (VP). A Verb Phrase consists of a verb alone, a verb and preceding modifier(s), or a verb and its following object(s), or a combination of these.

Ex:

Subject	Predicate (modifier)	Verb (Object)	
Ngóh		jīdou.	I know.
Ngóh	mh	jī.	I don't know.
Kéuih		góng Gwokyúh.	He's speaking Mandarin.

b. Nominal Predicate. Another type of predicate is the nominal predicate, consisting of a nominal expression. Examples are:

Subject	Predicate	
	Nominal Expression	
Síusing	Hòh.	My name (is) Ho.
Síujé	gwaising a?	Miss your name?

c. Sentence Predicate. The predicate can be in itself a full Subject-Predicate sentence.

Ex: Subject	Predicate	
Ngóh m̀hjī	kéuihdeih góng mēyéh wá?	I don't know what language they are speaking.
Yāt yih sàam	Yìngmán dím góng a?	How do you say, one two three in English?
Yāt yih sàam	kéuih dōu m̀hsīk góng.	He can't even say one two three.

8. Subject-Verb-Object (SVO) Sentence.

A Subject-Predicate sentence in which the predicate contains a verb and its object is a very frequent sentence type in Cantonese. We take Subject-Verb-Object (SVO) as the base form of the Cantonese sentence.

Ex: Subject: Predicate:
subject verb object
Kéuihdeih góng Seuhnghóiwá.

9. Absence of pronoun object.

Compare Cantonese and English:

1A. Néih sīk m̀hsīk Yìngmán a?	1A. Do you know English?
B. Ngóh sīk góng, m̀hsīk sé.	B. I can speak (it), can't write (it).
2. M̀hgòi néih joi góng yāt chi.	2. Please say (it) once again.

Note that English requires a pronoun object, and Cantonese does not.

10. Subjectless sentence. The predicate sentence with no subject is a very common sentence type in Chinese.

Ex: Sīk sèsíu jē. = (I) know just a little.

Note that the counterpart English sentence requires stated subject. (We are referring here to statement sentences ('I study'), not to imperative sentences ('study!'), which we will take up in Lesson 5.)

11. tùhng and yauh

1. tùhng, 'and,' links nominal expressions.

Seuhnghóiwá tùhng Gwokyúh kéuih dōu sīk góng ga.

He knows how to speak both Shanghai dialect and Mandarin.

(See Drills 10, 11)

2. yauh, 'and,' links verbal expressions. It is classed as an adverb because it is always linked to a verb, preceding it.

Kéuih sīk góng yauh sīk sé.

He can speak and write.

(See Drill 9)

3. yauh can be in a set with a second yauh, with the force of 'both... and ...'

Kéuih yauh sīk góng yauh sīk sé.

He can both speak and write.

(See Drill 9)

12. dōu 'also,' 'both,' 'all'; 'even'

dōu is classed as an adverb, because it appears always linked to a verb, preceding it.

Ex: 1. Ngóh dōu haih Seuhnghóiyàhn.	I am also a Shanghai person.
2. Kéuih dōu sīk góng Gwokyúh.	He also can speak Mandarin.
3. Seuhnghóiwá tùhng Gwokyúh kéuih dōu sīk góng ga.	He can speak both Shanghai dialect and Mandarin.

13. dōu, 'even'

In the Subject-Predicate pattern X dōu negative Verb, dōu translates into English as 'even'.

Ex: Yāt yih sàam (kéuih) dōu mhsīk góng.	(He) can't even say 'one two three.'

(See Drill 14)

14. Auxiliary verbs.

Auxiliary verbs take other verbs as their objects. Two auxiliary verbs appear in Lesson Three: sīk, 'know (how),' and séung 'want to, plan to, be considering, have (it) in mind to ...'

Ex: 1. Néih sīk góng Seuhnghóiwá mē?!

You know how to speak Shanghai dialect?!

2. Ngóh séung hohk dí Yingmán.
I want to learn a little English.
(See BC and Drill 2, 3, 4, 7)

15. sīk 'know (how),' 'be acquainted with'; 'know (someone)'

sīk operates both as an auxiliary verb and as a main verb.

1. As an auxiliary verb:

Ex: Kéuih sīk góng Gwokyúh. He can speak Mandarin.
(See Drill 2)

2. As a main verb:

Ex: 1. Kéuih mhsīk Seuhnghóiwá. He is unacquainted with Shanghai dialect.
(See Drill 2a)

2. Ngóh mhsīk kéuih. I don't know him.
(See Drill 13)

III. DRILLS

1. Transformation Drill: Transform the sentences from question to statement, following the pattern of the example.

Ex: T: Kéuih góng mēyéh wá a? /Gwóngdùngwá/ (Cantonese) T: What language is he speaking? /Cantonese/

S: Kéuih góng Gwóngdùngwá. S: He's speaking Cantonese.

1. Kéuih góng mēyéh wá a? /Seuhnghóiwá/	1. Kéuih góng Seuhnghóiwá.
2. Kéuih góng mēyéh wá a?	2. Kéuih góng Gwokyúh.
3. Kéuih góng mēyéh wá a? Yìngmàhn/	3. Kéuih góng Yìngmàhn.
+ 4. Kéuih góng mēyéh wá a? /Yahtbúnwá/ (Japanese spoken language)	4. Kéuih góng Yahtbúnwá. He's speaking Japanese.
5. Kéuih góng mēyéh wá a? /Gwóngdùngwá/	5. Kéuih góng Gwóngdùngwá.

Comment: The examples in this drill could also serve as general statements:

T: What language(s) does he speak?

S: He speaks Cantonese.

2. Substitution Drill

Ex: T: Kéuihdeih sīk góng Gwóngdùngwá. /Seuhnghóiwá/	T: They can speak Cantonese. /Shanghai dialect/
S: Kéuihdeih sīk góng Seuhnghóiwá.	S: They can speak Shanghai dialect.
1. Kéuih sīk góng Yìngmàhn. /Gwóngdùngwá/	1. Kéuih sīk góng Gwóngdùngwá.
2. Wòhng Sàang sīk góng Gwóngdùngwá.	2. Wòhng Sàang sīk góng Gwokyúh.
3. Hòh Táai sīk góng Gwokyúh /Seuhnghóiwá/	3. Hòh Táai sīk góng Seuhnghóiwá.
4. Hòh Sīnsàang sīk góng Seuhnghóiwá. /Yìngmán/	4. Hòh Sīnsàang sīk góng Yìngmán.
5. Chàhn Síujé sīk góng Yìngmán. /Yahtbúnwá/	5. Chàhn Síujé sīk góng Yahtbúnwá.

a. Repeat, omitting <u>góng</u>:

T: Kéuihdeih sīk Gwóngdùngwá. /Seuhnghóiwá/	They know Cantonese. /Shanghai dialect/
S: Kéuihdeih sīk Seuhnghóiwá.	They know Shanghai dialect.

b. Repeat, adding <u>mē</u>:

T: Kéuihdeih sīk góng Gwóngdùngwá.	They know Cantonese.
S: Kéuihdeih sīk góng Gwóngdùngwá mē!?	They know Cantonese?!?

---

3. Transformation Drill

Ex: T: Méihgwokyàhn mhsīk góng Gwóngdùngwá.	Americans can't speak Cantonese.
S: Méihgwokyàhn sīk mhsīk góng Gwóngdùngwá a?	Can Americans speak Cantonese?
1. Kéuih mhsīk góng Yìngmán.	1. Kéuih sīk mhsīk góng Yìngmán a?
2. Hòh Síujé sīk góng Seuhnghóiwá.	2. Hòh Síujé sīk mhsīk góng Seuhnghóiwá a?

3. Kéuihdeih sīk góng Gwokyúh.	3. Kéuihdeih sīk mhsīk góng Gwokyúh a?
+ 4. Méihgwokyàhn mhsīk sé Jùngmàhn. Americans can't write Chinese.	4. Méihgwokyàhn sīk mhsīk sé Jùngmàhn a? Do Americans know how to write Chinese.
+ 5. Kéuih sīk gaau Yahtbúnwá. He knows how to teach spoken Japanese.	5. Kéuih sīk mhsīk gaau Yahtbúnwá a?

---

4. Response Drill

Ex: T: Kéuih hohk Gwóngdùngwá. /Seuhnghóiwá/	T: He studies Cantonese. /Shanghai dialect/
S: Gám, kéuih hohk mhhohk Seuhnghóiwá a?	S: Well, then, does he study Shanghai dialect?
1. Kéuih sīk Yìngmán. /Jùngmàhn/	1. Gám, kéuih sīk mhsīk Jùngmán a?
2. Kéuih gaau Gwóngdùngwá. /Gwokyúh/	2. Gám, kéuih gaau mhgaau Gwokyúh a?
3. Kéuih sīk góng Gwokyúh. /Seuhnghóiwá/	3. Gám, kéuih sīk mhsīk góng Seuhnghóiwá a?
4. Kéuih sīk sé Jùngmàhn. /Yìngmán/	4. Gám, kéuih sīk mhsīk sé Yìngmàhn a?
5. Kéuih sīk gaau Yìngmán. /Gwóngdùngwá/	5. Gám, kéuih sīk mhsīk gaau Gwóngdùngwá a?

Comment: gám is a sentence prefix with the connotation of continuing from before, resuming the thread of previous discourse. The closet English approximations would be 'In that case,...', 'Then,...', 'Well, then,...' but these don't always fit. Gám is very frequent in Cantonese, but if translated in counterpart English sentences is not usually idiomatic. We will usually not translate gám in the English sentences. In the above examples gám is translated as 'Well, then,' suggesting continuation from the previous statement.

---

5. Transformation Drill

Ex: T: Wòhng Sàang hohk Gwóngdùngwá.	T: Mr. Wong is studying Cantonese.

S: Wòhng Sàang haih mhhaih hohk Gwóngdùngwá a?	S: Is Mr. Wong studying Cantonese?
1. Léih Táai gaau Gwokyúh.	1. Léih Táai haih mhhaih gaau Gwokyúh a?
2. Hòh Sàang góng Yìngmán.	2. Hòh Sàang haih mhhaih góng Yìngmán a?
3. Chàhn Síujé sé Jùngmàhn.	3. Chàhn Síujé haih mhhaih sé Jùngmàhn a?
4. Jèung Sàang sīk góng Yahtbúnwá.	4. Jèung Sàang haih mhhaih sīk góng Yahtbúnwá a?
5. Làuh Táai sīk gaau Gwóng-dùngwá.	5. Làuh Táai haih mhhaih sīk gaau Gwóngdùngwá a?

---

6. Question and Answer Drill

Ex: T: Wòhng Sàang sé Yìngmàhn. /Yahtmàhn/(or) Yahtmán/	Mr. Wong is writing English (right now). /Japanese/
S_1: Wòhng Sàang haih mhhaih sé Yahtmán a?	Is Mr. Wong writing Japanese?
S_2: Mhhaih. Kéuih mhhaih sé Yahtmán; kéuih sé Yìngmàhn.	No, he's not writing Japanese, he's writing English.
1. Jèung Táai góng Gwokyúh. /Seuhnghóiwá/	1. S_1: Jèung Táai haih mhhaih góng Seuhnghóiwá a?
	S_2: Mhhaih. Kéuih mhhaih góng Seuhnghóiwá, kéuih góng Gwokyúh.
2. Wòhng Táai gaau Gwóngdùngwá. /Yìngmàhn/	2. S_1: Wòhng Táai haih mhhaih gaau Yìngmàhn a?
	S_2: Mhhaih. Kéuih mhhaih gaau Yìngmàhn; kéuih gaau Gwóngdùngwá.
3. Léih Sàang hohk Yìngmàhn. /Yahtbúnwá/	3. S_1: Léih Sàang haih mhhaih hohk Yahtbúnwá a?
	S_2: Mhhaih. Kéuih mhhaih hohk Yahtbúnwá; kéuih hohk Yìngmàhn.

Comment: The above sentence may also be translated 'He writes' instead of 'He is writing,' etc. For example: sé Yìngmàhn, 'writes English'--not knows how to,

but does it as a habit, custom or general rule. For instance, He writes English at the office. Likewise for sentences with main verb hohk, gaau, and góng. The situational context, not the structural form of the Cantonese verb, makes the meaning clear.

---

7. Expansion Drill

Ex: T: Ngóh sīk góng Gwokyúh. /Seuhnghóiwá/	I can speak Mandarin. /Shanghai dialect/
S: Ngóh sīk góng Gwokyúh, daahnhaih mhsīk góng Seuhnghóiwá.	I can speak Mandarin, but not the Shanghai dialect.
1. Ngóh sīk góng Gwóngdùngwá. /Seuhnghóiwá/	1. Ngóh sīk góng Gwóngdùngwá, daahnhaih mhsīk góng Seuhnghóiwá.
2. Kéuih sīk góng Yìngmán. /Gwokyúh/	2. Kéuih sīk góng Yìngmán, daahnhaih mhsīk góng Gwokyúh.
+ 3. Kéuihdeih sīk góng Tòihsāanwá. They can speak Toishan dialect. /Yìngmán/	3. Kéuihdeih sīk góng Tòihsāanwá, daahnhaih mhsīk góng Yìngmán.
4. Hòh Táai sīk góng Gwokyúh. /Gwóngdùngwá/	4. Hòh Táai sīk góng Gwokyúh, daahnhaih mhsīk góng Gwóngdùngwá.
5. Chàhn Táai sīk góng Yìngmán. /Yahtbúnwá/	5. Chàhn Táai sīk góng Yìngmán, daahnhaih mhsīk góng Yahtbúnwá.

---

8. Expansion Drill

Ex: T: Ngóh sīk góng Yìngmàhn. /Gwóngdùngwá/	I can speak English. /Cantonese/
S: Ngóh sīk góng Yìngmàhn; dōu sīk góng Gwóngdùngwá.	I can speak English; (and I) can also speak Cantonese.
1. Ngóh sīk góng Gwóngdùngwá. /Seuhnghóiwá/	1. Ngóh sīk góng Gwóngdùngwá dōu sīk góng Seuhnghóiwá.
2. Kéuih sīk Gwokyúh. /Yìngmán/	2. Kéuih sīk góng Gwokyúh; dōu sīk góng Yìngmán.
3. Léih Sàang sīk góng Seuhnghóiwá. /Gwokyúh/	3. Léih Sàang sīk góng Seuhnghóiwá; dōu sīk góng Gwokyúh.

4. Chàhn Táai sīk góng Yīngmán. /Gwóngdùngwá/ — 4. Chàhn Táai sīk góng Yīngmán; dōu sīk góng Gwóngdùngwá.

5. Hòh Síujé sīk góng Seuhnghóiwá. /Gwóngdùngwá/ — 5. Hòh Síujé sīk góng Seuhnghóiwá; dōu sīk góng Gwóngdùngwá.

---

9. Expansion Drill

Ex: T: Kéuih sīk góng Gwóngdùngwá. /Gwokyúh/ — He can speak Cantonese. /Mandarin/

\+ S: Kéuih (yauh) sīk góng Gwóngdùngwá, yauh sīk góng Gwokyúh. [(both) ... and ...] — He can speak Cantonese and Mandarin. or He can speak both Cantonese and Mandarin.

1. Kéuih hohk Yahtmàhn./Yīngmán/ — 1. Kéuih yauh hohk Yahtmán, yauh hohk Yīngmán. He's studying written Japanese and English.

2. Ngóh gaau Jùngmàhn. /Yīngmán/ — 2. Ngóh yauh gaau Jùngmán, yauh gaau Yīngmán.

3. Kéuih sīk sé Yīngmàhn. /Yahtmàhn/ — 3. Kéuih yauh sīk sé Yīngmàhn, yauh sīk sé Yahtmàhn.

4. Kéuih mhhaih Méihgwokyàhn. /Yīnggwokyàhn/ — 4. Kéuih yauh mhhaih Méihgwokyàhn, yauh mhhaih Yīnggwokyàhn.

5. Ngóh mhhohk góng Gwokyúh. /Seuhnghóiwá/ — 5. Ngóh yauh mhhohk góng Gwokyúh, yauh mhhohk góng Seuhnghóiwá.

---

10. Expansion Drill

Ex: T: Léih Sàang haih Seuhnghóiyàhn. /Léih Táai/ — Mr. Lee is from Shanghai /Mrs. Lee/

S: Léih Sàang tùhng Léih Táai dōu haih Seuhnghóiyàhn. — Mr. [Lee] and Mrs. Lee are both from Shanghai.

1. Wòhng Táai sīk góng Gwokyúh. /Chàhn Síujé/ — 1. Wòhng Táai tùhng Chàhn Síujé dōu sīk góng Gwokyúh.

2. Kéuih sīk Wòhng Sàang. /ngóh/ — 2. Kéuih tùhng ngóh dōu sīk Wòhng Sàang.

3. Jèung Síujé hohk Gwóngdùngwá. /kéuih pàhngyáuh/
3. Jèung Síujé tùhng kéuih pàhngyáuh dōu hohk Gwóngdùngwá.

4. Ngóh haih sing Jèung ge. /kéuih/
4. Ngóh tùhng kéuih dōu haih sing Jèung ge.

5. Hòh Táai sīk sé Yahtmàhn. /Chàhn Síujé/
5. Hòh Táai tùhng Chàhn Síujé dōu sīk sé Yahtmàhn.

---

11. Expansion Drill

Ex: T: Kéuih sīk góng Gwokyúh. /Gwóngdùngwá/ — He can speak Mandarin. /Cantonese/
S: Kéuih sīk góng Gwokyúh tùhng Gwóngdùngwá. — He can speak Mandarin and Cantonese.

1. Kéuih hohk Yìngmán. /Yahtmán/
1. Kéuih hohk Yìngmán tùhng Yahtmán.

2. Kéuihdeih gaau Jùngmàhn. /Yìngmán/
2. Kéuihdeih gaau Jùngmàhn tùhng Yìngmán.

3. Léih Táai sīk sé Yahtmàhn. /Jùngmán/
3. Léih Táai sīk sé Yahtmán tùhng Jùngmàhn.

+ 4. Ngóh sīk Léih Sàang. /Léih Táai/ (know (someone))
4. Ngóh sīk Léih Sàang tùhng Léih Táai.
I know Mr. and Mrs Lee.

---

12. Substitution Drill

+ Ex: T: Bīngo gaau Gwóngdùngwá a? /Léih Sàang/ — Who teaches Cantonese?
S: Léih Sàang gaau Gwóngdùngwá. — Mr. Lee teaches Cantonese.

1. Bīngo góng Seuhnghóiwá a? /Hòh Táai/
1. Hòh Táai góng Seuhnghóiwá.

2. Bīngo hohk Gwokyúh a? /Wòhng Sàang/
2. Wòhng Sàang hohk Gwokyúh.

3. Bīngo gaau Yìngmàhn a? /Chàhn Síujé/
3. Chàhn Síujé gaau Yìngmàhn.

4. Bīngo sīk góng Yahtbúnwá a? /Jèung Sàang/
4. Jèung Sàang sīk góng Yahtbúnwá.

5. Bīngo sīk gaau Gwóngdùngwá a? /Léih Táai/	5. Léih Táai sīk gaau Gwóng-dùngwá.

---

13. Response & Expansion Drill

Ex: 1.T: Néih sīk mhsīk Wòhng Sàang a? /nod/	T: Do you know Mr. Wong?
S: Ngóh sīk kéuih. Kéuih haih ngóh pàhngyáuh.	S: Yes, he is a friend of mine.
2.T: Néih sīk mhsīk Wòhng Sàang a? /shake/	T: Do you know Mr. Wong?
S: Ngóh mhsīk kéuih. Kéuih haih bīngo a?	S: No, who is he?
1. Néih sīk mhsīk Hòh Táai a? /nod/	1. Ngóh sīk kéuih. Kéuih haih ngóh pàhngyáuh.
2. Néih sīk mhsīk Chàhn Sàang a? /shake/	2. Ngóh mhsīk kéuih. Kéuih haih bīngo a?
3. Néih sīk mhsīk Jèung Síujé a? /nod/	3. Ngóh sīk kéuih. Kéuih haih ngóh pàhngyáuh.
4. Néih sīk mhsīk Léih Sàang a? /shake/	4. Ngóh mhsīk kéuih. Kéuih haih bīngo a?

---

14. Response Drill

Ex: T: Néih sīk mhsīk góng Yahtbúnwá a? /shake/	T: Do you know how to speak Japanese? /shake/
S: Mhsīk. Yahtbúnwá ngóh yāt <u>geui</u> dōu mhsīk góng.	S: No. I don't even know one <u>sentence</u> in Japanese.
T: /nod/	
S: Sīk sèsíu jē.	S: (I) know just a little.
1. Néih sīk mhsīk góng Gwóng-dùngwá a? /shake/	1. Mhsīk. Gwóngdùngwá ngóh yāt geui dōu mhsīk góng.
2. Néih sīk mhsīk góng Gwokyúh a? /shake/	2. Mhsīk. Gwokyúh ngóh yāt geui dōu mhsīk góng.

3. Néih sīk mhsīk góng Seuhng-hóiwá a? /nod/	3. Sīk sèsíu jē.
4. Néih sīk mhsīk góng Yingmàhn a? /nod/	4. Sīk sèsíu jē.
5. Néih sīk mhsīk góng Yahtbúnwá a? /shake/	5. Mhsīk. Yahtbúnwá ngóh yāt geui dōu mhsīk góng.

---

15. Expansion Drill

Ex: T: Kéuihdeih góng mēyéh wá a?	T: What language are they speaking?
S: Néih jī mhjī kéuih-deih góng mēyéh wá a?	S: Do you know what language they're speaking?
1. Kéuih sing mēyèh a? What is his name?	1. Néih jī mhjī kéuih sing mēyèh a? Do you know what his name is?
2. Kéuih gaau mēyèh wá a? What language does he teach?	2. Néih jī mhjī kéuih gaau mēyèh wá a?
3. Kéuih sé mēyèh a? What is he writing?	3. Néih jī mhjī kéuih sé mēyèh a?
4. Kéuih haih bīngo a? Who is he?	4. Néih jī mhjī kéuih haih bīngo a?
5. Kéuih haihmhhaih sing Hòh ga? Is her name Ho?	5. Néih jī mhjī kéuih haih mhhaih sing Hòh ga? Do you know if her name is Ho?

---

16. Translation Drill

Ex: T: "Pàhngyáuh" Yingmán dím góng a?	T: How do you say "friend" in English
S: Friend	S: Friend.
1. "Hohk," Yingmán dím góng a?	1. "Learn".
2. "Gaau," Yingmán dím góng a?	2. "Teach!"
3. "Daahnhaih," Yingmán dím góng a?	3. "But."
4. "Sèsíu," Yingmán dím góng a?	4. "A little!"
5. "Gwokyúh," Yingmán dím góng a?	5. "Mandarin!"

6. "Jidou", Yingmán dím góng a?	6. "Know" (something)."
7. "Sīk", Yingmán dím góng a?	7. "Know how to or know (a person)."
8. "Sé", Yingmán dím góng a?	8. "Write."
9. "Hohksāang, "Yingmán dím góng a?	9. "Student."

---

17. Translation Drill

Ex: T: "Two" Gwóngdùngwá dím góng a?	T: How do you say "two" in Cantonese?
S: "Yih".	S: "Yih".
1. "Three" Gwóngdùngwá dím góng a?	1. "Sàam."
2. "Teach" Gwóngdùngwá dím góng a?	2. "Gaau."
3. "They" Gwóngdùngwá dím góng a?	3. "Kéuihdeih."
4. "Who" Gwóngdùngwá dím góng a?	4. "Bīngo."
5. "Know how" Gwóngdùngwá dím góng a?	5. "Sīk."
6. "But" Gwóngdùngwá dím góng a?	6. "Daahnhaih."
7. "Please say it again" Gwóng-dùngwá dím góng a?	7. "Mhgòi néih joi góng yāt chi."
8. "I don't know" Gwóngdùngwá dím góng a?	8. "Ngóh mhji."
9. "Teacher" Gwóngdùngwá dím góng a?	9. "Sīnsàang."
10. "Four" Gwóngdùngwá dím góng a?	10. "Sei."
11. "Five" Gwóngdùngwá dím góng a?	11. "Ńgh."

---

18. Response Drill:

Ex: T: Kéuih haih bīngo a? /gaau Yingmán/	T: Who is he? /teach English/
S: Kéuih haih gaau Yingmán ge.	S: He's someone who teaches English.

1. Kéuih haih bīngo a? /sing Wòhng/	1. Kéuih haih sing Wòhng ge.
2. Kéuih haih bīngo a? /gaau Gwóngdùngwá/	2. Kéuih haih gaau Gwóngdùng-wá ge.
3. Kéuih haih bīngo a? /gaau Yīngmán/	3. Kéuih haih gaau Yīngmán ge.
4. Kéuih haih bīngo a? /hohk Gwokyúh/	4. Kéuih haih hohk Gwokyúh ge.

a. Repeat, teacher cueing with right hand column, students responding with correspond haih mhhaih question sentence, thus:

T: Kéuih gaau ngóh Yīngmán ge.

S: Kéuih haih mhhaih gaau néih Yīngmán ga?

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE:

A. Ask your neighbor:	B. And he answers:
1. if he can speak the Shanghai dialect.	1. that he can't, but that he can speak Mandarin.
2. who teaches him to speak Cantonese.	2. that Mr. Cheung does.
3. if Mrs. Wong teaches Cantonese.	3. that she doesn't; she teaches English.
4. if his friend can speak Cantonese.	4. that he can't say even one sentence.
5. how to say 'Good morning' in Cantonese.	5. that he didn't hear you (hear clearly)--would you repeat.
6. if he can write Chinese.	6. that he can't write it, but can speak a little.
7. if Mr. Chan can speak the Taishan dialect.	7. that he can speak Taishan dialect and also can speak Shanghai dialect.
8. if Mr. Cheung can speak Japanese and English.	8. Yes, he can speak both Japanese and English.

9. if he knows what language they are speaking.	9. they're speaking English.
10. whether his student is American.	10. No, he's not an American, he's an Englishman.

Vocabulary Checklist for Lesson 3

1. bǐngo?	QW:	who?
2. chi	m:	time, occasion
3. chíngchó	adj:	clear
4. daahnhaih	cj:	but
5. dī	m:	a little, some
6. dím?	QW:	how?
7. dōu	adv:	both
8. gaau	v:	teach
9. ga/ge/g	ss:	sen. suf. for matter of fact assertion
10. geui	m:	sentence
11. góng	v:	speak
12. Gwokyúh	n:	Mandarin spoken language
13. Gwóngdùngwá	n:	Cantonese spoken language
14. hohk	v:	study, learn
15. jē	ss:	sen. suf. only, merely; that's all
16. jí(dou)	v:	know (something)
17. joi	adv:	again
18. Joi góng yātchi	Ph:	Say it again.
19. Jùngmàhn	n:	Chinese (written) language
20. mē	ss:	sen. suf. for question indicating surprise
21. M̀hgòi néih...	Ph:	Please..., Would you please.... sen. pre. preceding a request
22. ńgh	nu:	five
23. sàam	nu:	three
24. sé	v:	write
25. sèsíu	Ph:	a little
26. sei	nu:	four
27. Seuhnghóiwá	n:	Shanghai dialect (spoken language)

28. séung aux v: wish to, want to, would like to, am considering, be of a mind to
29. sīk v: to know someone
30. sīk aux v/v: know how (to do something)
31. tèng v: hear, listen
32. Tòihsāanwá n: Toishan dialect
33. tùhng cj: and (connects nouns)
34. wá n: spoken language, dialect
35. Yahtbúnwá n: Japanese (spoken) language
36. Yahtmán n: Japanese (written) language
37. Yahtmàhn n: Japanese (written) language
38. yāt nu: one
39. yāt chi Ph: once [one-time]
40. yauh adv: also (connects Verb Phrases)
41. yauh V, yauh V. PAdv: both..., and ....
42. yih nu: two
43. Yīngmàhn n: English language
44. Yīngmán n: English language

CLASSROOM PHRASES

Learn to respond to the following classroom instructions. First look at the English equivalents as the teacher reads the Cantonese instructions. Then close your books and listen to the teacher and watch his gestures to help you understand. Check your book if you have difficulty. The teacher will say the sentences several times to help you become familiar with them. Your goal is to be able to respond to the Cantonese without needing to do mental translations into English.

1. Yìhgā néihdeih tái daih __1__ yihp.	1. Now look at page __1__.
2. Dáhòi néih bún syù, daih __1__ yihp.	2. Open your book to page ____.
3. Yìhgā ngóhdeih duhk daih __4__ fo gèibún wuihwá.	3. Now we'll read aloud Lesson __4__, Basic Conversation.
4. Yìhgā ngóhdeih wānjaahp daih __3__ fo.	4. Now we'll review Lesson __3__.
5. Kàhmyaht gaaudou bīndouh a?	5. Where did we get to [lit. teach to] yesterday?
6. Seuhng chi gaaudou bīndouh a?	6. Where did we get to last time?
7. Kàhmyaht gaaudou daih __2__ yihp, daih __2__ fo, daih __2__ go, lihnjaahp, daih __2__ geui.	7. Yesterday we got to page __2__, Lesson __2__, Drill __2__, Sentence __2__.
8. Dāk meih?	8. Are you ready yet?
Responses:	
Dāk laak.	Ready.
Meih dāk a. or Meih dāk.	Not ready yet.

I. BASIC CONVERSATION

A. Buildup:

Léih Baak-chìu appears at the door of Làuh Gwok-jūng's office. The two had planned to have lunch together, and Mr. Léih has come to get Mr. Làuh.

Léih:

dāk meih?	ready?
Baak-chìu, dāk meih?	Baak-chìu, are you ready?

Làuh:

meih	not yet
Meih a.	Not yet.
dímjūng or dím	hour, o'clock
géidím or géidímjūng?	what time?
Géidím a?	What time is it?

Léih:

yìhgā	now
daahp yāt	five after the hour
yāt dím daahp yāt	five after one
Yìhgā ... (he looks at his watch) yāt dím daahp yāt.	It's ...five after one.

Làuh:

wá?	sentence suffix 'what did you say?'
Géidím wá?	What time did you say?

Léih:

yāt go jih	five minutes
Yāt dím yāt go jih.	It's one oh five.

Làuh:

jéun	accurate
jéun mhjéun a?	accurate/not accurate
bīu	wristwatch, watch
go bīu	a watch
néih go bīu	your watch
Néih go bīu jéun mhjéun ga?	Your watch accurate one? (i.e. Is your watch accurate?)

Léih

Chàahdō--	Approximately--
faai	fast
la	sentence suffix indicating change from previous condition: 'has become'.
faai sèsíu la	gotten a bit fast
lā = la + raised sentence final intonation	raised final intonation = a sentence suffix indicating casualness.
waahkjé	maybe, or
Waahkjé faai sèsíu lā.	Maybe it's a little fast. or Or a little fast.

Làuh

fānjūng	minute(s)
géi	several
géi fānjūng	several minutes
dáng	wait
dáng géi fānjūng	wait a few minutes
dáng ngóh géi fānjūng	wait for me a few minutes
joi dáng ngóh géi fānjūng	again wait for me a few minutes
tìm	in addition, also, more
lā	sentence suffix for suggestion--polite imperative.
Gám, joi dáng ngóh géi fānjūng tìm lā.	Well, wait for me a few minutes more, please.

Léih

hóu	OK, all right, fine
Hóu, ngóh dáng néih lā.	OK, I'll wait for you.

Làuh

àhhóu yisi	I'm sorry. or It's embarrassing. (used in apologizing for social gaffe.)

bo	sentence suffix, expressing certainty.
M̀hhóu yisi bo.	I'm sorry.
Léih	
M̀hgányiu.	It's all right.

B. Recapitulation:

Léih	
Baak-chíu, dāk meih?	Baak-chíu, are you ready?
Làuh	
Meih a. Géidím a?	Not yet. What time is it?
Léih	
Yíhgā ... (he looks at his watch) ... yāt dím daahp yāt.	It's ... five after one.
Làuh	
Géidím wá?	What time did you say?
Léih	
Yāt dím yāt go jih.	It's one oh five.
Làuh	
Néih go bīu jéun m̀hjéun ga?	Is your watch accurate? [Your watch accurate one?]
Léih	
Chàm̀hdō--waahkjé faai sèsíu lā.	Approximately--or a little fast.
Làuh	
Gám, joi dáng ngóh géi fānjūng tím lā.	Well, wait for me a few minutes more, please.
Léih	
Hóu, ngóh dáng néih lā.	OK, I'll wait for you.
Làuh	
M̀hhóu yisi bo.	I'm sorry.
Léih	
M̀hgányiu.	That's all right.

+ + + + + + + + + + + + + + +

PRONUNCIATION PRACTICE

1. aa, (written in our text as a when it is in syllable-final position) as in yihgā, Máh, wá

aa as syllable final is a low back vowel [ɑ]. It is similar to the vowel in the American word "Pa," though the American vowel is less backed than the Cantonese one. (American [a]; Cantonese [ɑ]. Some Americans have the backed vowel in their pronunciation of the English word "balm." [bɑm] Since the backed mid-central vowel in Cantonese [ɐ] which we write with the letter a does not occur as a syllable final but only as the first part of a two-part final, we use a single a to write the lowback vowel aa [ɑ] when it is final in its syllable.

Listen and repeat:

1. Máh , Máh , Máh . 馬
2. wá , wá , wá . 話
3. yihgā , yihgā , yihgā . 而家

2. aap, as in daahp

aap is a two-part final composed of the low back vowel aa [ɑ] plus the bilabial stop consonant p [p]. As a final p is unreleased: [p˺]. aa before p is produced the same way as aa finally, as a low back vowel, relatively long in an isolated syllable [ɑːp˺]. The nearest American counterpart is the op in the American word "pop," but the vowel portion is more backed than the American vowel. (American [a], Cantonese [ɑ]).

Listen and repeat:

daahp , daahp , daahp . 踏

3. ap, as in sahp, '10'

ap is a two-part final composed of the backed mid-central vowel a [ɐ] plus the bilabial stop consonant p [p]. As a final p is unreleased: [p˺]. The a is relatively short in an isolated syllable: [ɐˇp˺], but it can be attenuated in sentence context under certain conditions. The nearest American counterpart to ap is the mid-central vowel [ə] in the up of general American "cup," [kəp], but the Cantonese vowel is more backed than the American one (Cantonese [ɐ], American [ə]).

Listen and repeat:

sahp , sahp , sahp , sahp . 拾

4. ap/aap contrasts

Listen and repeat:

1. sahp , sahp , sahp . 拾
2. daahp , daahp , daahp . 踏
3. sahp daahp , sahp daahp , sahp daahp 拾踏.
4. daahp sahp , daahp sahp , daahp sahp 踏拾.

5. eung practice

1. léuhng (5 times) 兩
2. séung (5 times) 想
3. Jèung (5 times) 張

6. eun, as in jéun

eun is a two-part final composed of the lower mid-central rounded vowel eu [œ] plus the dental nasal n. eu before n is lower and more backed than the same vowel before ng. eun = [œ n]; eung = [ɵ ŋ] The vowel eu before n is relatively long: [œ :n]. The vowel is an open vowel before the nasal final. The rounded eu has a rounding effect on a consonant preceding and following it. There is no close counterpart in English.

Listen and repeat: (Watch the teacher, copy his lip position)

準準準 1. jéun, jéun, jéun ; jéun, jéun, jéun .

準唔準呀？ 2. jéun mhjéun a? , jéun mhjéun a? , jéun mhjéun a? .

7. eun/eung contrast

1. jéun (3 times) , séung (3 times) .
2. jéun (3 times) , Jèung (3 times) .
3. jéun (3 times) , léuhng (3 times)
4. séung, Jèung, léuhng , jéun jéun jéun ;
5. jéun, jéun, jéun , séung, Jèung, léuhng .

8. eun/eui contrast

1. jéun jéun deui deui
2. jéun deui , deui jéun , jéun deui , deui jéun .

9. uk, as in luhk, 'six'

uk is a two-part final composed of the high back rounded vowel u plus the velar stop consonant k. k as a final is unreleased: [k˺] Before k, the tongue position for u is considerably lowered in regard to tongue height from cardinal high position to upper-mid position: [o]. The vowel is relatively short before k: [o k]. The closest American counterpart is the ook of "look," but the Cantonese vowel is lower than the American one. (Cantonese [o˘k], American [Uk].)

Listen and repeat:

1. luhk luhk luhk
2. luhk , luhk , luhk . 六

10. ung, as in tùhng

ung is a two-part final composed of the high back rounded vowel u plus the velar nasal consonant ng: [ŋ]. The tongue position for u before ng is the same as that of u before k--lowered from cardinal high back position to upper mid position: [oŋ]. The vowel is an open vowel before the nasal final. Lips are rounded.

Listen and repeat:

1. tùhng tùhng tùhng
2. tùhng , tùhng , tùhng . 同

11. ung/uk contrast

1. luhk tùhng , luhk tùhng , luhk tùhng .
2. tùhng luhk , tùhng luhk , tùhng luhk .
3. luhk tùhng , tùhng luhk , tùhng luhk , luhk tùhng .

12. un/ung contrast [u˭n]/[o ŋ]

Compare: Listen and repeat:

1. tùhng tùhng 同 , bun bun 半 .
2. bun tùhng , tùhng bun .
3. tùhng bun tùhng
4. bun tùhng bun

II. NOTES

A. Culture Notes:

Greetings. When two Americans meet for the first time during the day they use some sort of greeting before ordinary talk begins. Hi, hello, good morning, good afternoon, whatever seems appropriate to the situation. In English it is a bit rude not to offer a greeting before getting down to the business at hand. But Cantonese doesn't have one to one correspondences with American greetings and uses greeting forms more sparingly than English does. A good all-purpose greeting is just to greet the addressee by name.

Ex: Mr. Chan (to Mr. Lee): Léih Sàang.
Mr. Lee: A, Chàhn Sàang.

In this connection notice the first lines of dialogue in the opening conversation.

Ex: When A comes to B's office to get him for lunch:
A: Bāk-chíu dāk meih? Bāk-chíu, are you ready?
B: Meih a. Not yet.

In an equivalent English situation, A would be likely to say "Hi" or some such greeting before saying "Ready yet?"

B. Structure Notes:

1. 'Dāk meih?'

Dāk means 'OK, all right' and meih, 'not yet,' Together they form a positive-negative question--'OK?, or not yet?,' i.e., "Ready yet?"

Responses to Dāk meih? are:

Dāk la. = Ready.
Meih dāk. = Not ready yet.

2. Time Expressions

1. The following time expressions are used in telling time in Cantonese:

dím or dímjūng = hour, o'clock
fānjūng = minute (not used as much in Cantonese as in English)
gwāt = quarter-hour sections of the hour (transliteration of English "quarter")
jih = five-minute sections of the hour (jih

literally means "figure," here the 12 numbers on the clock dial.)

2. The above time-words combine as follows:
   1. yāt dím (jūng) = one o'clock
   2. yāt dím yāt fānjūng = one minute after one o'clock
   3. yāt dím yāt go jih = five minutes after one
      (See Drill 7)
   4. yāt dím yāt go gwāt = a quarter after one
      (See Drill 6)
   5. yāt dím bun = half past one
      (See Drill 3)
3. daahp in time expressions

   daahp, literally "tread on" is used in reference to the number on the clock face to which the minute hand points to tell time:

   Ex: yāt dím daahp yāt = five minutes after one
   yāt dím daahp yih = ten minutes after one
   (See BC and Drills 4, 7)
4. géi? 'which number?' in time expressions

   in time expressions operates as an interrogative number, and occupies the position in the sentence which the reply number occupies.

   Ex: 1. géidím a? = what time is it? [What number o'clock?]
   Ńghdím. = It's five o'clock.
   2. Yihgā daahp géi a? = What time is it? [Now treads on what number?]
   Yihgā daahp sei. = It's 20 after. [Now treads 4.]
   (See BC and Drills 1, 3, 4)
5. Positioning of time expressions in relation to main verbs:
   1. A time expression which precedes the verb in the sentence indicates the time that the action represented by the verb took/takes/will take place. We refer to the pre-verb time expression as a 'time when' expression.

      Ex: Kéuih sahp dímjùng gaau Gwóngdùngwá. He teaches Cantonese at 10 o'clock.
      (See Drill 10)

2. A time expression which follows the verb indicates the length of time the action represented by the verb took/takes/will take place. We refer to the post-verb time expression as a "time spent" expression.

Ex: Mhgòi néih joi dáng ngóh géi fānjūng tìm lā. — Would you mind waiting for me a few more minutes.

(See Drill 12)

3. Sentence suffix wá?

wá is an interrogative sentence suffix attaching to question-word questions, asking for a repeat of the preceding sentence. It has the force of "??? did you (or he, etc.) say?"

Ex: 1. Géidím wá? — What time did you say it was?
2. Bīngo gaau néih wá? — Who did you say taught you?
3. Kéuih sing mēyéh wá? — What did you say his name was?

(See Drill 11)

4. Measures:

A Measure is a word in Cantonese which comes between a number (or a limited set of other entities) and a noun.

Ex: go = representative of a class of words called Measures.
Ngóh go bīu = my [Measure] watch = my watch
yāt go jih = one [Measure] figure = one figure, i.e., (in relation to time on the clock dial) five minutes past the hour

Inasmuch as ordinary English nouns do not have a category of word standing between number (and certain other modifiers) and noun, Measures are usually not translatable in English equivalent sentences.

sàam go gwāt = 3 [M] quarters = three quarters

In follow sentences the Measure substitutes for the noun.

Ex: Kéuih go bīu jéun mhjéun ga? — His [M] watch--is it accurate?

Kéuih go mhjéun. His one isn't accurate.

(See Drill 8)

We defer fuller treatment of Measures to Lessons 6 and 7.

5. Adjectives:

Adjectives in Cantonese are descriptive words. Examples in this lesson are jéun, 'accurate,' faai, 'fast,' maahn, 'slow.'

Adjectives are classed with Verbs, since they can be preceded by the negative mh.

Ex: Néih go bīu jéun mh-jéun ga? Is your watch accurate?

Ngóh go bīu mhjéun. My watch isn't accurate.

(See BC)

Note that whereas in English an appropriate form of the verb "be" is needed when an adjective is used in the predicate, in Cantonese adjectives are used in the predicate without any other verb.

Compare:

Subject		Predicate
My	watch	is not accurate.
Ngóh go bīu		mhjéun.

This class of words which we call "adjectives," some other writers refer to as "stative verbs.'

Adjectives will be treated more fully in Lesson 8.

6. Numbers:

1. Simple numerals

a. From 1 to 10:

1. yāt	6. luhk
2. yih	7. chāt
3. sàam	8. baat
4. sei	9. gáu
5. ńgh	10. sahp

b. From 11 to 19 Cantonese numbers use an adding formula: ten-one, ten-two, etc:

11. sahpyāt	13. sahpsàam
12. sahpyih	14. sahpsei

15. sahpńgh 18. sahpbaat
16. sahpluhk 19. sahpgáu
17. sahpchāt

2. yih and léuhng = "2"

yih and léuhng both represent "2."

yih is used in counting off: yāt, yih, sàam, 'one, two, three,' and in compound numbers: sahpyih, '12,' yihsahp, '20,' yihsahpyih, '22,' etc.

léuhng represents "2" usually, but not in every case, before Measures.

Ex: léung dím = 2:00
léuhng dím yāt go jih = 2:05
léuhng dím léuhng go jih = 2:10

(See Drills 1, 2, 5, 7)

We recommend that students not try to generalize at first about when to use léuhng and when to use yih, but simply learn them as vocabulary in the places where they occur.

7. Sentence suffix la

la is a sentence suffix indicating that the condition described in the sentence to which it is attached is changed from the way it used to be.

Ex: Ngóh go bīu faai sèsíu la. My watch has gotten a little fast.

More on sentence suffix la in Lesson 5.

8. Raised final intonation.

In the Basic Conversation of this lesson, raised final intonation transforms sentence suffix la into lā in the following:

Waahkjé faai sèsíu lā. Maybe (it's) a little fast.

Raised final intonation here indicates uncertainty, doubt.

9. Sentence suffix lā

lā attaches to imperative sentences, with the effect of making the imperative a gentle one, definitely a suggestion politely intended rather than a command. (By imperative we

mean 'inciting to action,' including everything from peremptory commands to polite requests and also self-imperatives, such as the equivalent of 'I'll do such and such.') Perhaps the closest English equivalent for lā is a polite tone of voice. The connotation is 'please,' 'Would you mind...' and for the self-imperative, 'I'll...'

Ex: 1. M̀hgòi néih dáng ngóh géi fānjūng tìm lā. — Would you please wait for me a few minutes more.

2. Hóu, ngóh dáng néih lā. — OK, I'll wait for you.

(See BC)

10. Dialect variations: (ng)āam(ng)āam and others

Words in Cantonese which begin with aa, o, and u have a variant pronunciation in Standard Cantonese in which the initial vowel is preceded by ng.

Examples: āamāam, ngāamngāam 'exactly; just'
oi, ngoi 'want'
ūk, ngūk 'house'

(See Drill 5)

III. DRILLS

Preliminary Number Drill: 6-10

1. Students listen. Teacher counts off from one to five, then from six to ten, gesturing with fingers. — Yāt yih sàam sei ńgh (1 time) luhk chāt baat gáu sahp (six seven eight nine ten) (do 10 times)

2. Students in chorus count simultaneously with teacher. Teacher counts from 6 to 10, using hand signals. — luhk chāt baat gáu sahp (10 times)

3. Teacher silent, signals to an individual student to recite by himself. — luhk chāt baat gáu sahp

4. Random order count: Teacher indicates one finger at a time in random order, signalling students either individually or in chorus to call out appropriate number. — sahp, luhk, gáu. etc. (approximately 30 numbers)

1. Listen and repeat: number drill: clock hours. Teacher uses pointer and blackboard clock. The students repeat after the teacher in the pauses provided.

1.	yāt (pause)	yāt dím. (pause)	yāt dímjūng. (pause)	1, 1:00.
+ 2.	yih (pause)	léuhng dím (pause)	léuhng dímjūng. (pause)	2, 2:00.
3.	sàam (pause)	sàam dím. (pause)	sàam dímjūng. (pause)	3, 3:00.
4.	sei (pause)	sei dím. (pause)	sei dímjūng. (pause)	4, 4:00.
5.	ńgh (pause)	ńgh dím. (pause)	ńgh dímjūng. (pause)	5, 5:00.
6.	luhk (pause)	luhk dím. (pause)	luhk dímjūng. (pause)	6, 6.00.
7.	chāt (pause)	chāt dím. (pause)	chāt dímjūng. (pause)	7, 7:00.
8.	baat (pause)	baat dím. (pause)	baat dímjūng. (pause)	8, 8:00.
9.	gáu (pause)	gáu dím. (pause)	gáu dímjūng. (pause)	9, 9:00.
10.	sahp (pause)	sahp dím. (pause)	sahp dímjūng. (pause)	10, 10:00.
+ 11.	sahpyāt (pause)	sahpyāt dím. (pause)	sahpyāt dímjūng. (pause)	11, 11:00.
+ 12.	sahpyih (pause)	sahpyih dím. (pause)	sahpyih dímjūng. (pause)	12, 12:00.
13.	géi (pause) Which number?	géidím? (pause) What o'clock?	géidímjūng? (pause) What o'clock?	

a. Random order. Teacher silent, points to different numbers on clock dial in random order, students call out time. Individual or group response, or both.

Comment: géi? 'which?' is an interrogative pronoun of number.

---

2. Expansion Drill: Props: A big clock drawn on blackboard. Teacher silent, gives visual cues by pointing to numbers on clock.

Ex: T: (points to 7 on the clock dial)
S: Yihgā chāt dím. It's seven o'clock. [Now seven o'clock.]

1. (3)	1. Yihgā sàam dím.
2. (6)	2. Yihgā luhk dím.
3. (9)	3. Yihgā gáu dím.
4. (8)	4. Yihgā baat dím.
5. (2)	5. Yihgā léuhng dím.

a. Continue, teacher pointing to numbers on clock to cue students. Teacher signals for choral or individual response.

3. Expansion Drill: Props: A big clock drawn on blackboard. Teacher points to number and says cue word.

Ex: T: /yāt/ T: /one/
S: Yihgā daahp yat. S: It's five after.

1. /sàam/ — 1. Yihgā daahp sàam.
2. /baat/ — 2. Yihgā daahp baat.
3. /gáu/ — 3. Yihgā daahp gáu.
4. /sei/ — 4. Yihgā daahp sei.
5. /chāt/ — 5. Yihgā daahp chāt.
6. /yih/ — 6. Yihgā daahp yih.
7. /sahpyat/ — 7. Yihgā daahp sahpyāt.
+ 8. /bun/ (half) — 8. Yihgā daahp bun. It's half past.
9. /ńgh/ — 9. Yihgā daahp ńgh.

---

4. Conversation Drill: Props: A big clock drawn on blackboard. Teacher provides visual cues only, by pointing to number on clock.

Ex: T: 1
S_1: Yihgā daahp géi a? T: What time is it?
S_2: Yihgā daahp yāt. S: It's five after.

1. 5
   A. Yihgā daahp géi a?
   B. Yihgā daahp ńgh.
2. 7
   A. Yihgā daahp géi a?
   B. Yihgā daahp chāt.
3. 11
   A. Yihgā daahp géi a?
   B. Yihgā daahp sahpyāt.
4. 8
   A. Yihgā daahp géi a?
   B. Yihgā daahp baat.
5. 6
   A. Yihgā daahp géi a?
+ B. Yihgā daahp bun. (daahp bun = half past)
6. 2
   A. Yihgā daahp géi a?
   B. Yihgā daahp yih.

5. Expansion Drill: Props: Blackboard clock. Teacher points first to hour number then to the half-hour number, as he voices the cue sentence.

Ex: T: Yihgā sàam dím bun. T: It's half past three. [Now three o'clock half.]

\+ S: Yihgā ngāamngāam sàam dím bun. (ng)āam(ng)āam = exactly, just. S: It's exactly half past three.

1. Yihgā léuhng dím bun. 1. Yihgā ngāamngāam léuhng dím bun.
2. Yihgā ńgh dím bun. 2. Yihgā ngāamngāam ńgh dím bun.
3. Yihgā luhk dím bun. 3. Yihgā ngāamngāam luhk dím bun.
4. Yihgā baat dím bun. 4. Yihgā ngāamngāam baat dím bun.
5. Yihgā sahp dím bun. 5. Yihgā ngāamngāam sahp dím bun.

---

6. Expansion Drill: Props: Blackboard clock. Teacher says cue then points to the quarter hour on the clock to signal students' response.

Ex: T: Sahp dím. T: Ten o'clock

S: Yihgā sahp dím yāt go gwāt. S: It's a quarter after ten. [Now ten o'clock one quarter.]

1. yāt dím 1. Yihgā yāt dím yāt go gwāt.
2. sei dím 2. Yihgā sei dím yāt go gwāt.
3. chāt dím 3. Yihgā chāt dím yāt go gwāt.
4. ńgh dím 4. Yihgā ńgh dím yāt go gwāt.
5. sàam dím 5. Yihgā sàam dím yāt go gwāt.
6. léuhng dím 6. Yihgā léuhng dím yāt go gwāt.

Comment: gwāt 'quarter', a transliteration from English. Grammatically gwāt is a Noun, having the Measure go. It occurs in combination with numbers 1 and 3 to form time phrases marking the 2 quarter-hours:

sàam dím yāt go gwāt - Three o'clock one quarter = 3:15

sàam dím sàam go gwāt - Three o'clock three quarters = 3:45

---

7. Alteration Drill:

Ex: T: Yīhgā sàam dím daahp yāt. — It's five after three. or It's three-oh-five. [three touch one]

S: Yīhgā sàam dím yāt go jih. — It's five after three. or It's three-oh-five. [Now three o'clock one figure.]

(TO STUDENT: Take out paper & pencil and write a column of numbers from 1 to 7. As you respond orally, write down the times on paper (e.g. 3:05.) After the exercise, the teacher will give responses in English, and you correct your paper.)

1. Yīhgā sàam dím daahp yih.
2. Yīhgā sàam dím daahp séi.
3. Yīhgā sàam dím daahp chāt.
4. Yīhgā sàam dim daahp sàam.
5. Yīhgā sàam dim daahp sahp.

1. Yīhgā sàam dím léuhng go jih.
2. Yīhga sàam dím séi go jih.
3. Yīhgā sàam dím chāt go jih.
4. Yīhgā sàam dím sàam go jih.
5. Yīhgā sàam dím sahp go jih.

Comment: a. jih, 'figure'. Grammatically jih is a Noun, having the Meaaure go. It occurs in combination with the numbers 1 through 11 to form a series of time phrases marking the five-minutes subdivisions of the hour.

yāt go jih = 5 after

léuhng go jih = 10 after, etc.

b. The go jih part of the above phrases may be omitted, with the meaning unchanged:

sàam dím sàam go jih - sàam dím sàam = 3:15

---

8. Expansion Drill:

Ex: T: Léih Táai go bĭu faai sèsíu. /maahn sèsíu/ — Mrs. Lee's watch is a little fast. /slow a little/

B: Léih Táai go bĭu faai sèsíu; ngóh go maahn sèsíu. — Mrs. Lee's watch is a little fast, mine's a little slow.

1. Léih Táai go bĭu maahn sèsíu. /faai sesiu/
2. Léih Táai go bĭu faai yātgo-jih. /maahn yātgojih/

1. Léih Táai go bĭu maahn sèsíu, ngóh go faai sèsíu.
2. Léih Táai go bĭu faai yātgo-jih, ngóh go maahn yātgo-jih.

3. Léih Táai go bĭu maahn yāt fānjūng /faai yāt fānjūng/
Mrs. Lee's watch is one minute slow.

3. Léih Táai go bĭu maahn yāt fānjūng, ngóh go faai yāt fānjūng.

4. Chàhn Táai go bĭu faai sèsíu. /maahn sèsíu/

4. Chàhn Táai go bĭu faai sèsíu, ngóh go maahn sèsíu.

5. Chàhn Táai go bĭu maahn léuhnggojih./faai yāt go gwāt/

5. Chàhn Táai go bĭu maahn léuhng go jih, ngóh go faai yat go gwāt.

---

9. Response Drill:

Ex: T: Kéuihdeih haih mhhaih Yínggwokyàhn a? /Méihgwokyàhn/
Are they English? /Americans/

S: Ngóh mhjí. Waahkjé haih Yínggwokyàhn, waahkjé haih Méihgwokyàhn.
I don't know - They may be English, may be Americans.

1. Kéuih haih mhhaih Gwóngdùngyàhn a? /Seuhnghóiyàhn/

1. Ngóh mhjí, waahkjé haih Gwóngdùngyàhn, waahkjé haih Seuhnghóiyàhn.

2. Kéuih haih mhhaih Méihgwokyàhn a? /Yínggwokyàhn/

2. Ngóh mhjí, waahkjé haih Méihgwokyàhn, waahkjé haih Yínggwokyàhn.

3. Kéuih haih mhhaih Seuhnghóiyàhn a? /Gwóngdùngyàhn/

3. Ngóh mhjí, waahkjé haih Seuhnghóiyàhn; waahkjé haih Gwóngdùngyàhn.

4. Kéuih haih mhhaih Jùnggwokyàhn a? /Yahtbúnyàhn/

4. Ngóh mhjí, waahkjé haih Jùnggwokyàhn; waahkjé haih Yahtbúnyàhn.

a. Repeat, Teacher giving the two fillers only, students taking both parts of conversation, thus:

T: /Yínggwokyàhn/ Méihgwokyàhn/

S1: Kéuih haih mhhaih Yínggwokyàhn a?

S2: Waahkjé haih Yínggwokyàhn, waahkjé haih Méihgwokyàhn.

---

10. Combining Drill:

Ex: T: Yíhgā sahp dím bun. Kéuihdeih hohk Gwóngdùngwá.
T: It's ten thirty. They study Cantonese.

S: Kéuihdeih sahp dím bun hohk Gwóngdùng-wá. S: They study Cantonese at 10:30.

1. Yihgā gáu dímjūng. Kéuih gaau bīngo a?
1. Kéuih gáu dímjūng gaau bīngo a?

2. Yihgā léuhng dím yātgogwāt. Bīngo hohk Yingmàhn a?
2. Bīngo léuhng dím yātgogwāt hohk Yingmàhn a?

3. Yihgā sàam dím sàamgogwāt. Léih Sàang hohk mēyéh a?
3. Léih Sàang sàam dím sàamgogwāt hohk mēyéh a?

4. Yihgā sahpyāt dím bun. Ngóhdeih hohk sé Jùngmàhn.
4. Ngóhdeih sahpyāt dím bun hohk sé Jùngmàhn.

5. Yihgā sei dím bun. Hòh Síujé gaau Méihgwokyàhn Gwokyúh.
5. Hòh Síujé sei dím bun gaau Méihgwokyàhn Gwokyúh.

6. Yihgā baat dím sàamgogwāt. Jèung Táai gaau néih góng Gwóngdùngwá.
6. Jèung Táai baat dím sàamgogwāt gaau néih góng Gwóngdùngwá.

Comment: A time phrase which indicates the time that the action represented by the verb takes place, precedes the verb in the sentence.

---

11. Response Drill: Make a wá? question out of each statement, substituting the appropriate question word for the expression underlined in the cue sentence.

Ex: T: Yihgā sahpdím bun. T: It is now 10:30.
S: Yihgā géidím wá? S: What time did you say it was now?

1. Kéuih sing Làuh.
1. Kéuih sing mēyéh wá?

2. Kéuih haih ngóh hohksàang.
2. Bīngo haih néih hohksàang wá?

3. Hòh Síujé gaau ngóh Seuhng-hóiwá.
3. Bīngo gaau néih Seuhnghóiwá wá?

4. Chàhn Táai haih kéuih sīnsàang. Mrs. Chan is her teacher.
4. Bīngo haih kéuih sīnsàang wá?

5. Léih Sàang haih Méihgwokyàhn.
5. Bīngo haih Méihgwokyàhn wá?

---

12. Substitution Drill: Repeat the first sentence, then substitute as directed.

1. Mhgòi néih dáng ngóh géi fānjūng.
1. Mhgòi néih dáng ngóh géi fānjūng.

2. /géi go jih/	2. M̀hgòi néih dáng ngóh géi go jih.
3. /yāt go jih/	3. M̀hgòi néih dáng ngóh yāt go jih.
4. /léuhng fānjūng/	4. M̀hgòi néih dáng ngóh léuhng fānjūng.
5. /léuhng go jih/	5. M̀hgòi néih dáng ngóh léuhng go jih.

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE.

A. Ask your neighbor:	B. And he replies:
1. if his watch is accurate.	1. that it is a little slow.
2. what time Mr. Chan teaches English.	2. that he is sorry but he doesn't know.
3. if Mr. Wong teaches English at 2:15.	3. no, he teaches English at 2:45.
4. how to say 'five after three' in Cantonese.	4. telling you two ways to say it.
5. to wait for you 10 more minutes.	5. OK, he'll wait.
6. if he's ready.	6. that he is.
7. if he's ready.	7. that he's not--and asks you to wait a few minutes.
8. what time he said it was.	8. 10:30.
9. if Mr. and Mrs. Chan are from Shanghai.	9. that Mr. Chan is from Shanghai but Mrs. Chan is from Taishan.
10. what time his watch has, adding that your own might not be accurate.	10. that it's exactly 11:02.

Vocabulary Checklist for Lesson 4

1.	āamāam	adv:	exactly
2.	baat	nu:	eight
3.	bīu	n:	watch
4.	bo	ss:	sen. suf. for certainty
5.	bun	nu:	half
6.	chàmhdō	Ph:	approximately
7.	chāt	nu:	seven
8.	daahp	v:	tread on
9.	daahp bun	TW:	half past
10.	daahp géi?	TW:	how many five minutes past the hour?
11.	Dāk meih?	Ph:	Ready?
12.	dáng	v:	wait (for)
13.	dím(jūng)	m:	o'clock
14.	faai	adj:	fast
15.	fānjūng	m:	minute(s)
16.	gáu	nu:	nine
17.	géi	nu:	several
18.	géi?	QW:	which number?
19.	géidím(jūng)?	Ph:	What o'clock? What time?
20.	go	m:	M. for nouns
21.	gwāt	(bf)n:	quarter (hour)
22.	Hóu	adj:	OK. All right. (response used in agreeing with someone.)
23.	jéun	adj:	accurate, right
24.	jih	n:	written figure; word
25.	lā	ss:	sen. suf. <u>la</u> for change + raised intonation for doubt.
26.	lā	ss:	sen. suf. for polite suggestion
27.	la	ss:	sen. suf. indicating change from previous condition.
28.	léuhng	nu:	two
29.	luhk	nu:	six
30.	maahn	adj:	slow
31.	Meih	adv:	Not yet.

32. m̀hhóu yisi Ph: I'm sorry; It's embarassing.
33. ngāamngāam adv: exactly (see āamāam)
34. sàam go gwāt Ph: three quarters after the hour
35. sahp nu: ten
36. sahpyāt nu: eleven
37. sahpyih nu: twelve
38. tìm ss: in addition, also, more
39. wá ss: interrogative sen. suf. calling for repeat of preceding sentence. i.e., ____ did you say?'
40. waahkjé cj: maybe; or
41. yāt go gwāt Ph: a quarter after the hour
42. yāt go jih Ph: five minutes
43. yìhgā TW: now

I. BASIC CONVERSATION

A. Buildup:

Mrs. Wòhng stops in to see her friend Mrs. Jèung at home.

jyúyàhn	host, hostess
Jyúyàhn	
chóh	sit
chèuihbín	As you wish, at your convenience
Chèuihbín chóh lā.	Sit anywhere you like.
yàhnhaak	guest
Yàhnhaak	
mhgòi	thank you
Hóu, mhgòi.	All right, thank you.

(The hostess extends a pack of cigarettes)

Jyúyàhn	
yīn	tobacco
sihk	eat
sihk yīn	smoke tobacco, smoke
Sihk yīn lā.	Have a cigarette.
Yàhnhaak	
haakhei	polite
mhsái	unnecessary, no need to
Mhsái haakhei.	You don't need to be polite. (i.e., no thanks)
Jyúyàhn	
mhhóu	don't ... (as a command) [not good to ...]
Mhhóu haakhei a.	Don't be polite. (i.e., Do have one)
Yàhnhaak	
Hóu, mhgòi.	All right, thanks.
Jyúyàhn	
Mhsái mhgòi.	No need to thank. (i.e., You're welcome.)

(A servant brings in tea and cakes.)

Jyúhàhn

chàh	tea
yám	drink
Yám chàh lā.	Have some tea.

Yàhnhaak

M̀hgòi.	Thank you.

Jyúyàhn

béng	cake(s), cookie(s)
Sihk béng lā.	Have some cookies.

Yàhnhaak

laak	sentence suffix la indicating change or potential change + k = lively. la + k = laak.
M̀hsái laak; m̀hgòi.	No thanks.

Jyúyàhn

si	try
Siháh lā.	Try a little.

Yàhnhaak

jànhaih	really
léh	sentence suffix for definiteness.
Jànhaih m̀hsái haakhei léh.	No thanks--really.

(They talk awhile, then the guest prepares to leave.)

Yàhnhaak

aiya!	exclamation of consternation
Aiya! Ngh dím la.	Oh--oh. It's five o'clock.
jáu	leave
yiu jáu	must go
Ngóh yiu jáu laak.	I must be going.

Jyúyàhn

faai	fast
gam	so
gam faai	so fast, so soon
gam faai jáu	go so soon

M̀hhóu gam faai jáu lā.	Don't go so soon!
Yàhnhaak	
M̀hhaih a--	No--
Jànhaih yiu jáu laak.	I really must go.

B. Recapitulation:

Mrs. Wòhng stops in to see her friend Mrs. Jèung at home.

Jyúyàhn	
Chèuihbín chóh lā.	Sit anywhere you like.
Yàhnhaak	
Hóu, m̀hgòi.	All right; thanks.
(The hostess extends a pack of cigarettes.)	
Jyúyàhn	
Sihk yīn lā.	Have a cigarette.
Yàhnhaak	
M̀hsái haakhei.	You don't have to be polite. (i.e., No thanks.)
Jyúyàhn	
M̀hhóu haakhei a.	Don't be polite. (i.e., Do have one.)
Yàhnhaak	
Hóu, m̀hgòi.	All right, thanks.
Jyúyàhn	
M̀hsái m̀hgòi.	No need to thank. (i.e., you're welcome.)
(A servant brings in tea and cakes.)	
Jyúyàhn	
Yám chàh lā.	Have some tea.
Yàhnhaak	
M̀hgòi.	Thank you.
Jyúyàhn	
Sihk béng lā.	Have some cookies.
Yàhnhaak	
M̀hsái laak; m̀hgòi.	No thanks.

Jyúyàhn

Sihán lā. Try a little.

Yàhnhaak

Jànhaih mhsái haakhei léh. No thanks--really.

(They talk awhile, then the guest prepares to leave.)

Yàhnhaak

Aiya! Ńgh dím laak. Ngóh yiu jáu laak. Oh--oh. It's five o'clock. I must be going.

Jyúyàhn

Ńhhóu gam faai jáu lā. Don't go so soon!

Yàhnhaak

Ńhhaih a-- No--

Jànhaih yiu jáu laak. I really must go.

+ + + + + + + + + + + + + + +

Pronunciation:

1. ai

ai is a two-part final composed of the backed mid central vowel a [ɐ˃] plus high front unrounded offglide i [ɐ˃i]. The a portion is quite short in an isolated syllable--[ɐ˃ˑi]. The syllable may be lengthened when it occurs in stress position in a sentence, in which case it is the i part that lengthens, not the a part.

mhsái (5 times) 唔使

2. aai

aai is a two-part final composed of the low back vowel aa [ɑ] plus high front unrounded offglide i, which following aa is somewhat lower than it is following a, [ɑ^{I}]. The aa portion is relatively long in an isolated syllable--[ɑː^{I}]. The aai syllable may be lengthened when it occurs in stress position in a sentence, in which case it is the aa part that lengthens, not the i part. The Cantonese aai is similar to the ie of the American words 'fie,' 'die,' 'tie.'

Listen and repeat:

1. faai (five times) 快
2. táai (five times) 太

3. ai/aai contrasts

Listen and repeat:

1. m̀hsái, faai . (5 times)
2. faai, m̀hsái . (5 times)

4. ang in dáng (Lesson 4)

ang is a two-part final composed of the backed mid central vowel a [ə˞] plus the velar nasal consonant ng. The closest American counterpart to the Cantonese vowel is the mid central vowel in the English "dung." The Cantonese vowel is shorter than the American one, more backed, and not nasalized before the nasal final.

Compare English and Cantonese--Listen:

dung dáng (5 times) 凍 等

Listen and repeat:

dáng (5 times) 等

5. aang in cháang

aang is a two-part final composed of the low back vowel aa [ɑ] plus the velar nasal consonant ng. The aa before ng is pronounced the same way as aa before p and before i. The closest American counterpart is the low central vowel of "dong" [a] in "ding dong," but the Cantonese aa [ɑ] is more backed and not nasalized before the final nasal consonant.

Compare English and Cantonese--Listen:

dong cháang (5 times) 橙

Listen and repeat:

cháang (5 times) 橙

sīnsàang (5 times) 先生

6. ang/aang contrasts

Listen and repeat:

1. dáng (3 times)
2. cháang (3 times)
3. dáng cháang (3 times)
4. cháang dáng (3 times)

7. ak in dāk (Lesson 4)

ak is a two-part final composed of the backed mid central vowel a [ə˞] plus velar stop consonant k. As a final k is unreleased--[k˞], a is as elsewhere--short in an isolated unstressed syllable, more backed than its closest American counterpart, which is the [ʌ] of "duck." It is also tenser than the American counterpart.

Compare English and Cantonese:

duck dāk (5 times)

Listen and repeat:

dāk (5 times)

Compare the a before k with the a elsewhere:--

Listen and repeat:

1. dāk (3 times)
2. chāt (3 times)
3. sahp (3 times)
4. dāk chāt sahp (3 times)
5. gám (3 times)
6. Chàhn (3 times)
7. dáng (3 times)
8. gám, Chàhn, dáng
9. mhsái

8. aak in yàhnhaak, haakhei

aak is a two-part final composed of the low back vowel aa [ɑ] plus the velar stop k. As a final k is unreleased [k˺], aa is produced the same way as before -ng, -p and elsewhere. It is somewhat more backed than the vowel of "hock," the closest general American counterpart.

Listen and repeat:

1. yàhnhaak (3 times) 人客
2. haakhei (3 times) 客氣

9. ak/aak contrasts

Listen and repeat:

1. meih dāk (3 times) 未得
2. yàhnhaak (3 times) 人客
3. meih dāk, yàhnhaak (3 times)
4. yàhnhaak, meih dāk (3 times)

10. Fast speech forms.

Listen to fast speech pronunciation:

1. haakhei 客氣
2. m̀hsái haakhei 唔使客氣
3. m̀hhóu haakhei 唔好客氣

Comments: 1. You notice that there is a tendency for the friction of the h consonant to disappear in fast speech. This is particularly true in such ritual courtesy forms as the above. We similarly abbreviate courtesy forms in English without perhaps noticing it. Ex: 'anksalot' = Thanks a lot.

2. The k in syllable final but not word final position has a tendency in fast speech to be pronounced as a glottal stop rather than as a velar stop. Listen:

1. waahkjé (3 times)
2. Jùnggwokyàhn (3 times)
3. haakhei (3 times)
4. hohksāang (3 times)

We are not going to give much specific attention to fast speech forms in this text. It is probably just as well for you not to try to produce them, because chances are you would notice some and not others.

11. The -k final of sentence suffix laak.

We have used k to represent the final sound in the sentence suffix laak. This sound is a glottal stop, rather than the velar stop which is the sound k normally represents. Linguistically this is a messy way to handle this situation, but in practice, restricted as it is to sentence suffix position, it has not given previous students difficulty.

The laak spelling derives thus:

la is initial l plus the low back aa vowel [ɑ], which we spell a when it is final in a syllable. (The mid central a vowel [ə] never occurs in syllable final position.) Adding k as final makes the aa not final in its syllable, so its spelling is represented as aa: la + -k = laak

Ex: Ngóh haih yàhnhaak. I am a guest.
Ngóh yiu jáu laak. I must go now.

12. au as in jáu, gáu

au is a two-part final composed of the backed mid central vowel a [ɐ˃] and the high back rounded vowel u [u]. The a before u has a tongue position slightly lower than in other positions (before -i, -p, -k, etc.). The nearest American counterpart is general American ow in "cow."

Listen and repeat:

1. jáu (3 times) 酒
2. bējáu (3 times) 啤酒
3. gáu (3 times) 九
4. jáu jái ("son")酒仔, jáu jái , jáu jái .

13. aau in gaau

aau is a two-part final composed of the low back vowel aa and the high back rounded vowel u [u]. In this position the aa is more fronted [a˂] than in other positions. The nearest American counterpart is in the relatively fronted vowel of the Southern Pronunciation of "cow," the vowel of which begins with the low front a [æ] of "cat."

Listen and repeat:

gaau (5 times)

14. au/aau

Listen and repeat, comparing au and aau:

1. jáu gaau (3 times) 酒 教
2. gaau jáu (3 times) 教 酒
3. gáu gaau (3 times) 九 教
4. gau ('enough') gaau (3 times) 夠 教
5. gaau gau (3 times) 教 夠

II. NOTES

A. Culture Notes

1. Customs of polite behavior for host and guest.

In a host-guest situation in Cantonese, it is standard courtesy for the host to offer some refreshment, for the guest to politely decline, and for the host to urge the guest again to have some, at which point the guest politely accepts or declines as he wishes.

Since it is customary to decline offered refreshments, in offering them it is best to avoid phrasing your offer in a choice-type question, because your Cantonese friends will feel it pushy to answer yes when asked this way. If the food is already at hand it is better to use the polite suggestion form: Sihk béng lā. 'Have some cookies.' If the refreshments are not right at hand, use the question-word question: Yám dī mēyéh a? [Drink a little what?] 'What would you like to drink?

2. sihk faahn [eat rice] means 'to have a meal,' 'to eat.' It may also mean to eat Chinese food, in contrast to eating Western food.

3. yám chàh, 'drink tea.'

yám chàh also has a wider meaning, reflecting a distinctively Cantonese custom. This is the custom of going to the teahouse in the morning to drink tea and eat hot snacks, generally steamed shrimp dumplings [hā gāau] and steamed dumplings of minced pork and mushrooms [sīu màai]. This is called 'going out to yám chàh!' It is on the whole a morning custom, though in Hong Kong, perhaps influenced by the British custom of afternoon tea, some teahouse also serve tea and snacks in the afternoon. yám chàh doesn't correspond to the coffee break; instead it substitutes for a regular meal, either breakfast or lunch. At a 'regular' meal you have rice, but when you go to a teahouse to yám chàh, by tradition you don't get rice. Now that custom too is breaking down, and you may, though the chances are against it, get rice with a yám chàh meal.

4. Aiya! is an exclamation of consternation. English equivalents are very much dependent on the speaker, ranging from "Oh, my!" to "Good Lord!" to "Oh my god!" etc.

Aiya! is said to be used more by women than by men. Men use Wah! more often instead.

5. m̀hgòi, 'thank you' is appropriate for thanking someone for a service. When someone gives you some information or does you a favor, you thank them with m̀hgòi. There is another word, dòjeh, 'thank you,' which is appropriate for thanking someone for a gift. (We encounter this word is the text of Lesson 14.)

In the Conversation which opens this lesson, the guest accepted a cigarette with m̀hgòi--viewing this as more of a courtesy than a gift.

(See BC and Drills 7, 8, 9)

B. Structure Notes

1. Sentence suffix laak.

laak is a fusion of sentence suffix la indicating change--(that change has occurred, or is about to occur, or may occur)--plus k, which is suffixed to a few sentence suffixes, giving the sentence a lively air.

Whether la or laak is used depends partly on the speaker--some speakers habitually tend to use laak more than la--, partly on whether the conversation is spirited or matter-of-fact, laak tending to be used more in spirited than in matter-of-fact discourses.

Because la/laak has to do with change, it works pretty well to translate it in English as "now," keeping in mind that it contrasts the present situation to some previous or future one.

Examples from the Basic Conversation:

1. M̀hsái laak, m̀hgòi.	(In response to being offered some cookies:) Not [necessary] now, thanks. (It's not that I don't want your cookies, I might change and have some later, but not just now, thanks.)
2. Aiya! Ńgh dím laak!	Wow! It's five o'clock already (I didn't realize it had gotten so late.)

3. Ngóh yiu jáu laak. I must be going now.

(See BC and Drills 7, 8, 9)

2. -k for lively speech.

-k is a glottal stop ending to certain sentence suffixes--for example, la and a which adds liveliness.

(See BC, Drills 7, 8, 9, and Structure Notes 1, 3)

3. Sentence suffix aak.

aak is a fusion of sentence suffix a (which softens abruptness) and the final -k, giving a lively air.

a + k = aak (cf: la + -k = laak)

Example:

Host: Sihk yīn lā. Have a cigarette.

Guest: Hóu aak, m̀hgòi. OK, thanks.

(See Drills 7, 8, 9)

4. Sentence suffix léh.

léh is an emphatic sentence suffix, adding the connotation that you are quite definite about what you say. (léh is probably derived from sentence suffix la.) The tone of voice is polite.

Example from the Basic Conversation:

Jànhaih m̀hsái haakhei léh. (Declining cookies which the host has urged you twice to take) No thanks, really.

(See BC and Drill 11)

5. Sentence suffix lā for polite suggestion.

This lesson has many examples of sentence suffix lā, first encountered in Lesson 4.

lā is suffixed to command sentences, softening the command to a polite suggestion.

Ex: Sihk yīh lā. Have a cigarette. (polite tone of voice.)

(See BC and Drills 1, 2, 4, 5, 7, 8, 9)

6. Imperative sentences without sentence suffix.

Without a softening sentence suffix an imperative sentence has the force of a command rather than a suggestion.

Example:

M̀hhóu sihk béng. Don't eat those cookies.

(See Drill 5)

The above sentence might be one said by a father or mother to a child.

7. -háh, Verb suffix for casualness.

-hah is a verb suffix which gives a somewhat casual air to the verb it attaches to. In this lesson -háh attaches to the verb si,'try.' Siháh has the force of 'give it a try,'--a bit more casual than 'thr it.'

(See BC)

8. yiu, 'must,' and mhsái, 'mustn't;' 'needn't'

yiu used as an auxiliary verb preceding another verb can have the meaning 'must V,' ' have to V,' 'need to V.' The basic meaning of yiu is 'require,' and it can be used as a full verb, though in this lesson it is introduced only in its auxiliary verb use.

Ex:	yiu jáu	=	must leave, have to be going
	Ngóh yiu jáu laak.		I must be going.

To express that you needn't do something, or to ask if something is necessary, Cantonese doesn't use the negative and question forms of yiu, but uses the negative and question forms of the verb sái, 'need,' 'have to.'

Ex:	Ngóh yìhgā	yiu	hohk	Yìngmàhn.	I have to study English right now.
	Ngóh yìhgā	mhsái	hohk	Yìngmàhn.	I don't have to study English right now.
	Néih yìhgā	sái mhsái	hohk	Yìngmàhn a?	Do you have to study English right now?

(See BC)

III. DRILLS

1. Substitution Drill

Ex: T: Sihk béng lā. /yīn/		T: Have a cookie [polite]. /tobacco/ or Have some cookies [polite].
	S: Sihk yīn lā.	S: Have a cigarette [polite].
+ 1. Sihk yīn lā. /faahn/ (rice)		1. Sihk faahn lā. Dinner is ready; come eat.
+ 2. Sihk faahn lā. /pìhnggwó/ (apple)		2. Sihk pìhnggwó lā. Have an apple.
+ 3. /cháang/ (orange)		3. Sihk cháang lā. Have an orange.
4. /béng/		4. Sihk béng lā.
5. /yīn/		5. Sihk yīn lā.
+ 6. /jīu/ (banana)		6. Sihk jīu lā.

---

2. Substitution Drill

+ Ex: T: Yám chàh lā! /gafē/		T: Have some tea! [polite] /coffee/
	S: Yám gafē lā!	S: Have some coffee!
1. Yám chàh lā. /gafē/		1. Yám gafē lā.
+ 2. Yám gafē lā. /heiséui/ (soft drink)		2. Yám heiséui lā. Have a soft drink.
+ 3. Yám heiséui lā. /bējáu/ (beer)		3. Yám bējáu lā. Have a beer.
+ 4. Yám bējáu lā. /séui/ (water)		4. Yám séui lā. Have some water.
5. Yám séui lā. /chàh/		5. Yám chàh lā.
+ 6. /ngàuhnáaih/ (milk)		6. Yám ngàuhnáaih lā.
+ 7. /jau/ (alcoholic beverage)		7. Yám jáu lā.

---

3. Substitution Drill

Ex: T: Yám mhyám heiséui a? T: Would you like a soft drink?
/bējáu/ /beer/

S: Yám mhyám bējáu a? S: Would you like a beer?

1. /gafē/	1. Yám mhyám gafē a?
2. /heiséui/	2. Yám mhyám heiséui a?
3. /séui/	3. Yám mhyám séui a?
4. /bējáu/	4. Yám mhyám bējáu a?
5. /ngàuhnáaih/	5. Yám mhyám ngàuhnáaih a?

Comment: The above sentences could also mean 'Do you drink?' (as a custom, as opposed to an intention)

Social comment: Chinese custom makes one feel awkward to answer choice type question affirmatively. It is better to ask 'Yám dĪ mēyéh a?' 'You'll drink a little what?', i.e. "What'll you have to drink?"

---

4. Expansion Drill

Ex: 1. T: chàh T: tea

S: Yám chàh lā! S: Have some tea.

2. T: béng T: cookies

S: Sihk béng lā! S: Have a cookie.

<u>or</u>

Have some cookies.

1. gafē	1. Yám gafē lā!
2. heiséui	2. Yám heiséui lā!
3. faahn	3. Sihk faahn lā!
4. bējáu	4. Yám bējáu lā!
5. yĪn	5. Sihk yĪn lā!
6. pĭhnggwó	6. Sihk pĭhnggwó lā!
7. séui	7. Yám séui lā!
8. cháang	8. Sihk cháang lā!
9. béng	9. Sihk béng lā!
10. chàh	10. Yám chàh lā!
11. jáu	11. Yám jáu lā!
12. jĪu	12. Sihk jĪu lā!

5. Transformation Drill

Ex: T: Sihk yīn lā!	T: Have a cigarette. (polite invitation)
S: M̀hhóu sihk yīn!	S: Don't smoke! (abrupt; note absence of lā)
1. Yám bējáu lā.	1. M̀hhóu yám bējáu!
2. Sihk yīn lā.	2. M̀hhóu sihk yīn!
3. Yám gafē lā.	3. M̀hhóu yám gafē!
4. Sihk béng lā.	4. M̀hhóu sihk béng!
5. Yám heiséui lā.	5. M̀hhóu yám heiséui!

a. Repeat. as polite negative request, thus:

T: Sihk yīn lā!	T: Have a cigarette.
S: M̀hhóu sihk yīn lā.	S: Please don't smoke.

---

6. Expansion Drill

Ex: T: Kéuih yám chàh. /gafē/	T: He drinks tea. /coffee/
S: Kéuih yám cháh, daahnhaih m̀hyám gafē.	S: He drinks tea, but he doesn't drink coffee. or He drinks tea, but not coffee.
1. Kéuih yám heiséui. /bējáu/	1. Kéuih yám heiséui, daahnhaih m̀hyám bējáu.
2. Kéuih yám gafē. /chàh/	2. Kéuih yám gafē, daahnhaih m̀hyám chàh.
3. Kéuih sihk píhnggwó. /cháang/	3. Kéuih sihk píhnggwó, daahnhaih m̀hsihk cháang.
4. Kéuih sihk béng. /yám chàh/	4. Kéuih sihk béng, daahnhaih m̀hyám chàh.
5. Kéuih sīk sé Jùngmàhn. /Yìngmán/	5. Kéuih sé Jùngmán, daahnhaih m̀hsīk sé Yìngmàhn.

---

7. Response Drill

Ex: 1. T: Yám gafē lā? /nod/ — T: Would you like some coffee? /nod/

\+ S: Hóu aak. M̀hgòi. — S: Yes; thanks.

2. T: Yám gafē lā? /shake/ — T: Would you like some coffee? /shake/

S: M̀hyám laak, m̀hgòi. — S: No thanks, not right now.

1. Yám chàh lā? /nod/	1. Hóu aak. M̀hgòi.
2. Yám bējáu lā? /nod/	2. Hóu aak. M̀hgòi.
3. Yám heiséui lā? /shake/	3. M̀hyám laak, m̀hgòi.
4. Yám gafē lā? /shake/	4. M̀hyám laak, m̀hgòi.
5. Yám séui lā? /nod/	5. Hóu aak. M̀hgòi.

Comment: aak occurs in a set with hóu as a fixed phrase, followed by pause: Hóu aak. 'Agreed.', 'OK.' But hóu, when it introduces a comment, is not followed by aak. Compare the pausing of:

Hóu, m̀hgòi.	OK, thanks.
Hóu aak. M̀hgòi.	OK. Thanks.

---

8. Response Drill

Ex: 1. T: Sihk béng lā! /nod/ — T: Have a cookie. /nod/

S: Hóu aak. M̀hgòi. — S: All right. Thanks you.

2. T: Sihk béng lā! /shake/ — T: Have a cookie. /shake/

S: M̀hsihk laak; m̀hgòi. — S: Not just now, thanks.

1. Sihk pǐhnggwó lā! /nod/	1. Hóu aak. M̀hgòi.
2. Sihk yǐn lā! /nod/	2. Hóu aak. M̀hgòi.
3. Sihk faahn lā! /shake/	3. M̀hsihk laak; m̀hgòi.
4. Sihk cháang lā! /shake/	4. M̀hsihk laak; m̀hgòi.
5. Sihk béng lā! /nod/	5. Hóu aak. M̀hgòi.
6. Sihk jǐu lā! /nod/	6. Hóu aak. M̀hgòi.

Comment: If you don't smoke, the way to say so colloquially, when you are invited to have a cigarette, is: "Sǐu sihk", 'smoke very little', 'seldom smoke', i.e. "I don't smoke."

9. Response Drill: Respond appropriately, following patterns established in Drills 7 and 8. (For the negative use mhsihk and mhyám, although mhsái is equally appropriate.)

1. Yám chàh lā? /nod/	1. Hóu aak. Mhgòi.
2. Yám bējáu lā? /shake/	2. Mhyám laak. Mhgòi.
3. Sihk yīn lā! /nod/	3. Hóu aak. Mhgòi.
4. Sihk béng lā! /shake/	4. Mhsihk laak. Mhgòi.
5. Yám gafē lā? /nod/	5. Hóu aak. Mhgòi.
6. Sihk píhnggwó lā! /nod/	6. Hóu aak. Mhgòi.
7. Yám heiséui lā? /shake/	7. Mhyám laak. Mhgòi.
8. Sihk cháang lā? /shake/	8. Mhsihk laak. Mhgòi.

a. Repeat, teacher cueing nouns only, students doing Q&A, answering Mhsái laak, mhgòi. 'No, thanks.'

---

10. Substitution Drill: Substitute in Subject or Object position as appropriate.

Ex: 1. T: Néih yám mēyéh a? /néih pàhngyáuh/	T: What would you like to drink? /your friend/
S: Néih pàhngyáuh yám mēyéh a?	S: What would your friend like to drink?
T: Néih pàhngyáuh yám mēyéh a? /heiséui/	T: What would your friend like to drink? /soft drink/
S: Néih pàhngyáuh yám heiséui.	S: Your friend would like a soft drink.
1. Kéuih yám mēyéh a? /kéuih pàhngyáuh/	1. Kéuih pàhngyáuh yám mēyéh a?
2. /séui/	2. Kéuih pàhngyáuh yám séui.
3. /jáu/	3. Kéuih pàhngyáuh yám jáu.
4. /ngóhdeih pàhngyáuh/	4. Ngóhdeih pàhngyáuh yám jáu.
5. /néih pàhngyáuh/	5. Néih pàhngyáuh yám jáu.
6. /bīngo/	6. Bīngo yám jáu a?
7. /kéuih/	7. Kéuih yám jáu.
8. /mēyéh/	8. Kéuih yám mēyéh a?

Comment: Yám Object can mean (1) 'intend to yám object' and it can mean (2) in process of yám-ing object or could mean (3) 'customarily yám object'. The situation governs which interpretation is appropriate. This follows for all the sentences in this drill.

11. Conversation Drill

Ex: Host: Sihk béng lā?	Host: Won't you have some cookies?
Guest: M̀hsái haakhei.	Guest: Ah, no, thank you.
Host: M̀hhóu haakhei a.	Host: Oh, <u>do</u> have some.
Guest: (shake) Ngóh jànhaih m̀hsihk léh.	Guest: No thanks, really not.
<u>or</u>	<u>or</u>
Guest: (nod) Hóu aak. m̀hgòi.	Guest: Well, all right, thanks.
Host: M̀hsái m̀hgòi.	Host: You're welcome. <u>or</u> Not at all.

1. A. Sihk pǐhnggwó lā?	1. A. Sihk pǐhnggwó lā?
B.	B. M̀hsái haakhei.
A.	A. M̀hhóu haakhei a.
B. (shake)	B. Ngóh jànhaih m̀hsihk léh.
2. A. Yám gafē lā?	2. A. Yám gafē lā?
B.	B. M̀hsái haakhei.
A.	A. M̀hhóu haakhei a.
B. (nod)	B. Hóu aak, m̀hgòi.
A.	A. M̀hsái m̀hgòi.
3. A. Sihk cháang lā?	3. A. Sihk cháang lā?
B.	B. M̀hsái naakhei.
A.	A. M̀hhóu haakhei a.
B. (shake)	B. Ngóh jànhaih m̀hsihk léh.
4. A. Sihk yǐn lā?	4. A. Sihk yǐn lā?
B.	B. M̀hsái haakhei.
A.	A. M̀hhóu haakhei a.
B. (shake)	B. Ngóh jànhaih m̀hsihk léh.
5. A. Yám bējáu lā?	5. A. Yám bējáu lā?
B.	B. M̀hsái haakhei.
A.	A. M̀hhóu haakhei a.
B. (shake)	B. Ngóh jànhaih m̀hyám léh.

12. Conversion Drill

Ex: Waiter: Yám mēyéh a?	A: What'll you have to drink?
Customer: Ngóh yám chàh.	B: I'll have tea.
Waiter: Síujé haih mhhaih dōu yám chàh a?	A: Will the young lady have tea too?
Customer: M̀hhaih. Kéuih yám gafē.	B: No, she'll have coffee.

1. W. .....?	1. W. Yám mēyéh a?
C. ..... bējáu.	C. Ngóh yám bējáu.
W. Néih pàhngyáuh .....?	W. Néih pàhngyáuh haih mhhaih dōu yám bējáu a?
C. .....gafē.	C. M̀hhaih. Kéuih yám gafē.
2. W. .....?	2. W. Yám mēyéh a?
C. .....heiséui.	C. Ngóh yám heiséui.
W. Kéuih .....?	W. Kéuih haih mhhaih dōu yám heiséui a?
C. ..... bējáu.	C. M̀hhaih. Kéuih yám bējáu.
3. W. SĪnsàang .....?	3. W. SĪnsàang yám mēyéh a? What will you have to drink, sir?
C. ..... chàh.	C. Ngóh yám chàh.
W. Síujé .....?	W. Síujé haih mhhaih dōu yám chàh a? Will the young lady have tea too?
C. .....heiséui.	C. M̀hhaih.Kéuih yám heiséui.
4. W. Hòh Sàang .....?	4. W. Hòh Sàang yám mēyéh a? What'll you have to drink, Mr. Ho?
C. ..... bējáu.	C. Ngóh yám bējáu.
W. Hòh Táai .....?	W. Hòh Táai haih mhhaih dōu yám bējáu a? Will Mrs. Ho have beer too?
C. .....heiséui.	C. M̀hhaih.Kéuih yám heiséui.

Comment: In a different situation the Example conversation (and likewise those below) could also be appropriately interpreted as:

A. What's that you're drinking?

B: I'm drinking tea.

A: Is he drinking tea too?

A: No, he's drinking coffee.

---

13. Conversation Drill

Ex: Guest: Aiya! Yíhgā sahp dím daahp chāt. Ngóh yiu jáu laak.

Guest: Oh-oh! It's 10:35. I must be going.

Host: M̀hhóu gam faai jáu lā!

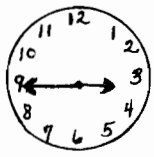
Host: Oh don't go so soon!

Guest: M̀hhaih a. Jànhaih yiu jáu laak.

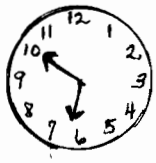
Guest: No. Really, I must go.

1.

1. A. Aiya! Yíhgā yāt dím daahp chāt. Ngóh yiu jáu laak.
   B. M̀hhóu gam faai jáu lā!
   A. M̀hhaih a. Jànhaih yiu jáu laak.

2. 

2. A. Aiya! Yíhgā sàam dím sàamgogwāt. Ngóh yiu jáu laak.
   B. M̀hhóu gam faai jáu lā!
   A. M̀hhaih a. Jànhaih yiu jáu laak.

3. 

3. A. Aiya! Yíhgā luhk dím daahp sahp. Ngóh yiu jáu laak.
   B. M̀hhóu gam faai jáu lā!
   A. M̀hhaih a. Jànhaih yiu jáu laak.

4.

4. A. Aiya! Yíhgā sahpyih dím daahp sei. Ngóh yiu jáu laak.
   B. M̀hhóu gam faai jáu lā!
   A. M̀hhaih a. Jànhaih yiu jáu laak.

5.

5. A. Aiya! Yíhgā baat dím yāt-gogwāt. Ngóh yiu jáu laak.

B. M̀hhóu gam faai jáu lā!

A. M̀hhaih a. Jànhaih yiu jáu laak.

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

A. Student A to Student B:

1. offers him tea.
2. Have some cookies.
3. It's 6:30--I have to go.
4. Sit anywhere you like.
5. (acting the part of a waiter:) What'll you have to drink?
6. Don't go so soon!
7. (offering cookies to a guest who has politely declined them already:) Do try some!

B. Student B replies:

1. Thank you.
2. No thanks.
3. Don't go so soon!
4. Thanks.
5. I'll have beer.
6. No, I really have to go.
7. I really don't care for any, thanks. [really not eat]

Vocabulary Checklist for Lesson 5

1. aak	ss:	sen. suf. a to soften abruptness + -k for liveliness
2. Aiya!	ex:	exclamation of consternation
3. bējáu	m:	beer
4. béng	n:	cake
5. cháang	n:	orange
6. chàh	n:	tea
7. chèuihbín	adv:	As you wish, At your convenience
8. chèuihbín chóh lā.	Ph:	'Sit anywhere you like.'
9. chóh	v:	sit
10. faahn	n:	rice (cooked)
11. gafē	n:	coffee
12. gam	adv:	so, such
13. haakhei	adj:	polite
14. -háh	Vsuf:	Verb suffix for casual effect
15. heiséui	n:	soft drink
16. Hóu aak	Ph:	OK. Agreed. Response indicating agreement.
17. jànhaih	adv:	really, indeed
18. jáu	n:	alcoholic beverage
19. jáu	v:	leave, depart
20. jīu	n:	banana
21. jyúyàhn	n:	host, hostess
22. -k	ss:	a glottal stop ending to certain sentence suffixes, giving sentence a lively air.
23. la	ss:	sen. suf. indicating potential change
24. laak	ss:	sen. suf. la (change) + sen. suf. -k (liveliness)
25. léh	ss:	sen. suf. for definiteness
26. M̀hgòi	Ph:	Thank you (for service)
27. m̀hhóu	Ph:	don't (as a command)
28. M̀hhóu haakhei	Ph:	'Don't be polite.'
29. M̀hsái	Ph:	no need to, not necessary
30. M̀hsái la(ak)	Ph:	No thanks (when offered something) [not necessary now]

31. M̀hsái m̀hgòi.	Ph:	You're welcome. [not necessary] Polite response when someone thanks you for doing him a service
32. M̀hsái haakhei	Ph:	[don't need to be polite.] "No thanks." (to an offer) "You're welcome." (when someone thanks you.)
33. ngàuhnáaih	n:	milk
34. pǐhnggwó	n:	apple
35. séui	n:	water
36. si	v:	try
37. sihán	Vsuf:	give it a try
38. sihk	v:	eat
39. sihk yīn	vo:	to smoke
40. Síu sihk	Ph:	'I don't smoke.' non-smoker's response in refusing a cigarette. [seldom-smoke]
41. yàhnhaak	n:	guest
42. yám	v:	drink
43. yīn	(bw)n:	tobacco; smoke
44. yiu	auxV:	must, need, have to

I. BASIC CONVERSATION

A. Buildup:

(Clerk and Customer in a department store)

sauhfoyùhn	sales clerk
Sauhfoyùhn	
máaih	buy
Máaih mēyéh a?	Buy what? (i.e., May I help you?)
guhaak	customer
Guhaak	
sēutsāam	shirt
gihn	measure for clothing
séung máaih	wish to buy, want to buy
Ngóh séung máaih gihn sēutsāam.	I want to buy a shirt.
chín	money
géidō?	how much?
géidō chín a?	how much money?
nÍ	this
nÍ gihn	this one (this 'measure')
NÍ gihn géidō chín a?	How much is this one?
Sauhfoyùhn	
mān	dollar
yahsei	twenty-four
yahsei mān	$24
NÍ gihn yahsei mān.	This one is $24.
Guhaak	
gó	that
gó gihn	that one (that 'measure')
gó léuhng gihn	those two
dōu haih yahsei mān	is also $24, are also $24.
haih mhhaih dōu haih yahsei mān a?	are (they) also $24? or is (it) also $24?
Gó léuhng gihn haih mhhaih dōu haih yahsei mān gihn a?	Those two, are they also $24 each?

Sauhfoyùhn

M̀hhaih; yihsahp mān jē.	No; twenty dollars only
M̀hhaih--yihsahp mān gihn jē.	No--Only $20 each.

Guhaak

béi	give
béi ngóh	give me
béi nī gihn ngóh	give this one (to) me
Hóu, béi nī gihn ngóh lā.	OK, give me this one.

Sauhfoyùhn

géidō gihn	how many ones
Yiu géidō gihn a?	How many do you want?

Guhaak

gau	enough
Yāt gihn gau laak.	One is enough.

Sauhfoyùhn

Gám, néih máaih m̀hmáaih gó léuhng gihn a?	Are you going to buy those two?

Guhaak

M̀hmáaih laak.	Not buy.

B. Recapitulation:

Sauhfoyùhn

Máaih mēyéh a?	What would you like to buy?

Guhaak

Ngóh séung máaih gihn sēutsāam.	I'm looking for a shirt.
Nī gihn géidō chín a?	How much is this one?

Sauhfoyùhn

Nī gihn yahsei mān.	This one is $24.

Guhaak

Gó léuhng gihn haih m̀hhaih dōu haih yahsei mān gihn a?	Are those two also $24 each?

Sauhfoyùhn

M̀hhaih; yihsahp mān gihn jē.	No; only $20 each.

Guhaak

Hóu, béi nī gihn ngóh lā.	OK, give me this one.

Sauhfoyùhn

Yiu góidō gihn a? — How many do you want?

Guhaak

Yāt gihn gau laak. — One is enough.

Sauhfoyùhn

Gám, néih máaih àhmáaih gó léuhng gihn a? — Are you going to buy those two?

Guhaak

Àhmáaih laak. — Not now, thanks.

+ + + + + + + + + + + + + + +

Pronunciation:

1. at in chāt, bāt, maht

at is a two-part final composed of the mid central vowel a [ə˃], plus the consonant stop t. To produce t the tongue tip stops the flow of air at the dental ridge, close to the base of the lower teeth. In final position the t is unreleased:--[t˺]. The closest American counterpart to the Cantonese at is the ut of general American "but," but the Cantonese syllable is shorter in an isolated syllable, more backed, and tenser.

Listen and repeat:

chāt (3 times) 七
bāt (3 times) 筆
maht (3 times) 勿

2. aat in baat

aat is two-part final composed of the low back unrounded vowel aa [ɑ], plus the consonant stop t. t is produced as described above, with the tongue tip stopping the air flow at the dental ridge at the base of the upper teeth, with the air unreleased. aa before t is produced the same way as before the other final stops (-k and -p). The nearest American counterpart to aat is the ot sound in general American "hot," [a], but the Cantonese syllable is more backed, and somewhat longer in the isolated syllable.

3. at/aat contrasts

Listen and repeat:

1. bāt baat (3 times)
2. baat bāt (3 times)
3. baat baat bāt bāt (3 times)
4. bāt bāt baat baat (3 times)
5. chāt baat baat chāt . (3 times)
6. maht baat (3 times)
7. baat maht (3 times)
8. baat maht maht baat (3 times)
9. chāt baat maht (3 times)
10. maht baat chāt (3 times)

4. eui

Listen and repeat-(Remember that the eui final is rounded throughout, that the i part here represents that rounded yu [ü] sound, and that a rounded vowel has a rounding effect on a consonant preceding it in a syllable):

1. chèuihbín (3 times) 隨便
2. chèuih (3 times) 隨
3. séui (3 times) 水
4. deuimhjyuh (3 times) 對唔住
5. deui (3 times) 對

5. au/aau practice

Listen and repeat: (Watch the teacher)

1. gau , gau , gau . 夠
2. gaau , gaau , gaau . 教
3. gau gaau , gau gaau , gau gaau .
4. gaau gau , gaau gau , gaau gau .
5. gau gaau gaau gau
6. gaau gau gau gaau
7. mhgau唔夠, mhgaau唔教。
8. gau mhgau a? , gaau mhgaau a? .
9. Jáu gau mhgau a? 酒夠唔夠呀？
10. Mhgau jáu.

6. eut, as in sēutsāam

eut is a two-part final composed of the single vowel eu and the consonant stop t. eu before t is a lowered mid front rounded vowel [œ] produced the same way as before n and i. The t as final is produced as elsewhere as final, with the tongue tip stopping the flow of air at the dental ridge, near the base of the upper teeth, unreleased--[t˺]. There is no close comparison in American English to the eut sound, though the "sēut" of "sēutsāam" is a transliteration into Cantonese of the English word "shirt."

Listen and repeat: (Remember that the rounded vowel has a rounding effect on the consonant preceding it in a syllable)

1. sēutsāam (3 times) 恤衫
2. sēut sēut sēut , sēut sēut sēut . 恤恤恤
3. sēut séui (3 times) 恤水
4. séui sēut (3 times) 水恤
5. sēut jéun (3 times) 恤準
6. jéun sēut (3 times) 準恤

7. eu before dentals in contrast to eu before velars: Notice the difference in tongue height of eu before the dentals t, n, and yu (spelled i following eu); and eu before the velar nasal ng. The eu is relatively lowered before the dentals, raised before the velar.

1. sēut sēun séung séung
2. sēut sēut léuhng léuhng
3. séui séui séung séung
4. deui deui Jèung Jèung
5. jéun jéun Jèung Jèung
6. jéun jéun séung séung

II. NOTES

1. Numbers 20 - 99

a. 20 through 90. For the even 10's the Cantonese use a multiplying formula: two-ten's, three-ten's, etc.

20. yihsahp	60. luhksahp
30. sàamsahp	70. chātsahp
40. seisahp	80. baatsahp
50. ńghsahp	90. gáusahp

b. 21 through 99. For these numbers which are not the even 10's, a combination of the multiplying and adding formula is used: two-ten's-one, two-ten's-two, etc.

21. yihsahpyāt
22. yihsahpyih
23. yihsahpsàam etc., to
99. gáusahpgáu

c. Full forms and abbreviated forms:

There is a full form and an abbreviated form for the numbers from twenty to ninety-nine. Both forms are used in everyday speech. The contracted form shortens the sahp element to -ah-.

Ex:	Full form	Abbreviated form
20	yihsahp	yah
21	yihsahpyāt	yahyāt
22	yihsahpyih	yahyih
30	sàamsahp	sà'ah
31	sàamsahpyāt	sà'ahyāt
40	seisahp	sei'ah
50	ńghsahp	ńgh'ah
60	luhksahp	luhk'ah
70	chātsahp	chāt'ah
80	baatsahp	baat'ah
90	gáusahp	gáu'ah
99	gáusahpgáu	gáu'ahgáu

(See Drill 6)

2. Measures

In Lesson 4 we touched briefly on Measures, saying they were a class of word in Cantonese which comes between a number (or a limited set of other entities) and a noun.

Ex:	M	N	
ngóh	go	bīu	my watch
sàam	go	gwāt	three-quarters

In English some nouns are counted in terms of a measure of their volume or size or shape. For example, we do not ordinarily say 'a water,' but rather 'a glass of water,' 'a gallon of water,' 'a tub of water,' etc. In English 'glass, gallon, tub' type words are measures used in counting nouns perceived as a mass--(sand, bread, milk, tobacco, etc.) but not ordinarily in counting nouns perceived as individual units--(pencil, man, shirt, etc.)

In Chinese, however, a measure word precedes every noun when it is counted. For a mass-type noun the measure is variable--one cup, bowl, pound, etc. of rice, for example--but every individual-type noun has its own invariable measure which is by nature a pronoun standing in apposition to the noun.

a. Individual Measures

In Lesson Six you will encounter several new individual measures.

Ex:	M	Noun	
1. yāt	tíuh	tāai	one [M] tie = one tie
2. ngóh	bá	jē	my umbrella = my umbrella
3. kéuih	gihn	sēutsāam	his [M] shirt = his shirt

The individual measures are in apposition to the noun that follows. Some individual measures have a degree of independent meaning apart from their structural function. For example, bá means 'handle,' and is a measure for objects having handles, tíuh means 'strip' and is a measure for objects which are long and narrow in shape. However, go, statistically the most frequent measure, has no independent meaning of its own.

What we have called individual measures some writers have called classifiers, indicating that nouns are classified according

to shape. We use the wider term 'measure' to cover individual measures and other types of measure as well.

(See Drills 1, 2, 3, 4)

b. Group Measures

In addition to individual measures, there are other types of measures. One type is the group measure. An example is deui, 'pair.' Structurally group measures do not differ from individual measures--they fill the same position in a sentence that individual measures do, and combine with the same kinds of words. Semantically, of course, a group measure differs from an individual measure.

Ex:	Measure	+ Noun	
yāt	deui	hàaih	one pair shoes = one pair of shoes
yāt	jek	hàaih	one [M] shoe = one shoe

What we call group measures some writers have called 'collective' measures.

c. Standard Measures

Another type of measure is the standard measure. In English we talk of 'standard weights and measures'--pounds, inches, gallons, etc. This is the type involved in the Cantonese category of standard measure. The standard measure is of itself a meaningful unit. Some examples which you have encountered so far are:

Number	+ Standard Measure	
yāt	mān	one dollar
yāt	dím	one o'clock (hour)
yāt	fānjūng	one minute

Standard measures, like all measures, may follow a number directly. They differ from individual and group measures in that they are not in apposition to a following noun, and do not depend on a following noun to give them meaning. Thus they are measures only in the grammatical sense; they behave like measures in that they follow numerals directly. Semantically they are like nouns.

3. Nouns

A word which requires a measure between a number and itself is classed as a noun in Cantonese.

Ex: Number	+ Measure	+ Noun	
léuhng	gihn	sēutsāam	two shirts
sàam	go	bīu	three watches
sei	go	jih	4 figures (in reference to time, 4 numbers on the clock dial, i.e. 20 minutes)

4. Measure as substitute for noun.

In a follow sentence a measure substitutes for the noun it represents. In this way a measure operates like a pronoun.

Ex:	A. Ngóh máaih léuhng tìuh tāai.	I'm buying two [M] ties.
	B. Bīn léuhng tìuh a?	Which two [ones]?
	C. Nī léuhng tìuh.	These two [ones].

(See BC and Drills 3,4)

5. Measure without preceding number.

We noted in Lesson 2 that nouns do not indicate singular and plural in Cantonese. (sēutsāam = shirt, shirts) The use of a measure without a number preceding it indicates singular number.

Ex: 1.	Kéuih séung máaih sēutsāam.	1. He wants to buy some shirts. or He wants to buy a shirt.
2.	Kéuih séung máaih gihn sēutsāam.	2. He wants to buy a shirt.

(See BC)

6. m̀hsái not used in affirmative.

The verb sái 'need,' 'have to,' is used in the negative and in choice-type question, but not in the affirmative.

Ex: Q:	Sái m̀hsái máaih luhk gihn gàm dò a?	Do you need to buy 6--so many? (doubtful that it is necessary)
A:	M̀hsái máaih luhk gihn--sàam gihn gau laak.	I don't need 6--3 are enough.

(See Drills 1, 3, 12)

To answer a sái mhsái? question affirmatively you use yiu 'require,' 'need,' 'have to.'

Ex: Q:	Sái mhsái máaih luhk gihn gàm dò a?	Do you need to buy so many as six?
A:	Yiu máaih luhk gihn--sàam gihn mhgau.	I need to buy six--three aren't enough.

(See Drill 12)

7. Free words and boundwords

Words in Cantonese which can be spoken as one word sentences are free words, and ones which are never spoken as a one-word sentence, but always with some other word accompanying, are boundwords. Words which are always bound to an element which follows them we call right-bound (b-), and ones which are always bound to an element which precedes them we call left-bound (-b). Some boundwords can be bound in either direction.

8. nī, 'this,' and gó, 'that' classed as specifiers.

nī, 'this,' and gó, 'that,' are boundwords functioning as modifier in a Noun Phrase (NP). They are right bound, bound to a following element or elements, commonly a measure, or a number + measure:

Ex: nī/gó	nu.	M	
nī		gihn	= this one [this M]
gó	léuhng	go	= those two [that-two-M]

(See BC and Drills 2, 3, 11)

Note the word order of nī/gó constructions:

	N/Pro.	nī/gó	Nu.	M	N	
1.		nī	léuhng	gihn	sēutsāam	these two shirts
2.		gó	sei	bá	jē	those 4 umbrellas
3.	ngóh	nī	léuhng	tíuh	tāai	these two ties of mine

(See Drills 1, 11)

nī and gó fill a position in a sentence that can be occupied by only a few words. bīn? 'which?' fills this same position. We use the class name Specifier to refer to this small group.

We call nī and gó 'this' and 'that' to give you memory-aid definitions. More specifically, nī refers to what is relatively near, and gó to what is relatively distant.

9. Relative word order of direct and indirect object.

Some verbs, such as béi, 'give,' take two objects: a direct object (thing), and indirect object (usually a person). In Cantonese the word order is Verb + Direct object + Indirect object.

Verb	+ Direct obj	+ Indirect obj	
Béi	nī gihn	ngóh	lā. Give this one (to) me.
Bèi	sàam mān	kéuih	lā. Give $3 (to) him.

(See BC and Drills 11, 12, 15)

10. géi(dō)?, 'how many, how much?' as an interrogative number.

géidō? and

occupying the position in a question-word sentence that a number occupies in the response sentence. In this frame géi(dō) is classed as an interrogative number. As a number it precedes a measure.

Ex:	Number	Measure		
Kéuih máaih	géi(dō)	gihn	a?	How many is he going to buy?
Kéuih máaih	sàam	gihn.		He's going to buy three.

(See BC and Drill 9)

You will remember that géi has another meaning which you encountered in Lesson Four. géi, 'several' is an approximate number and is distinguished from géi?, 'how many?,' in a sentence by the presence of the sentence suffix a in the question sentence but not in the statement sentence.

Ex: 1.	Kéuih séung máaih géi gihn.	He's thinking of buying several.
2.	Kéuih séung máaih géi gihn a?	How many is he thinking of buying?

11. géidō?, 'how many?' and géi-?, 'how many?' differentiated.

The difference between géi-? and géidō? is that géi-? is a boundword bound to a following Measure, and géidō? is a free word which can be bound to a following measure as modifier (in which case it is interchangeable with géi-?), but may also be head in a nominal construction, which gei-? cannot.

Ex: 1.	Kéuih séung máaih {géi / géidō}	gihn a?	1. How many [Ms] does he want?
2.	Kéuih séung máaih géidō	a?	2. How many does he want?

12. m̀hjì... {nē? / a?}, as polite question form: 'I wonder...?,' i.e., 'I wonder (if you could tell me)...?

By extension m̀hjì, 'don't know,' may be taken to mean something like 'I wonder...?' 'Could you tell me...?' a polite way of making a question without being abrupt. By adding the sentence suffix a or nē to the end of the negative sentence, the negative is transformed to the polite 'I wonder...?' question.

Ex: m̀hjì yiu géidō chín. (I)don't know how much it costs.

m̀hjì yiu géidō chín {nē / a}? (I) wonder how much it costs? (You assume that the person you're talking to does know and in this indirect way prompt him to tell you.)

III. DRILLS

1. Expansion Drill: (Students repeat sentence after the teacher.

+ 1. a.	Máaih yúhlāu.	1. a. Buy a raincoat/raincoats.
b.	Máaih gihn yúhlāu.	b. Buy a raincoat.
c.	Máaih ńgh gihn yúhlāu.	c. Buy 5 raincoats.
d.	Máaih nī ńgh gihn yúhlāu.	d. Buy these 5 raincoats.
e.	Ngóh máaih nī ńgh gihn yúhlāu.	e. I'll take these 5 raincoats.
+ 2. a.	Máaih fu. (slacks, trousers, long-pants)	2. a. Buy slacks.
+ b.	Máaih tíuh fu. (M. for trousers)	b. Buy a pair of slacks.
c.	Máaih léuhng tíuh fu.	c. Buy two pairs of slacks.
d.	Máaih nī léuhng tíuh fu.	d. Buy these two pairs of slacks.
e.	Máaih nī léuhng tíuh fu lā!	e. Buy these two pairs of slacks!
+ 3. a.	Máaih maht.	3. a. Buy socks.
+ b.	Máaih deui maht.	b. Buy a pair of socks.
c.	Máaih sàam deui maht.	c. Buy three pairs of socks.
d.	M̀hsái máaih sàam deui maht.	d. You don't need to buy three pairs of socks.
e.	M̀hsái máaih sàam deui maht laak.	e. You don't need to buy 3 pairs of socks just now.
+ 4. a.	Máaih bāt. (writing implements)	4. a. Buy pens (or pencils)
+ b.	Máaih jī bāt. (M. for bāt)	b. Buy a pen (or pencil)
+ c.	Máaih jī yùhnbāt.	c. Buy a pencil.
d.	Séung máaih jī yùhnbāt.	d. Want to buy a pencil
e.	M̀hséung máaih jī yùhnbāt.	e. Don't want to buy a pencil.
f.	Séung m̀hséung máaih jī yùhnbāt a?	f. Do (you) want to buy a pencil? or Are you planning to buy a pencil?

	or Would you like to buy a pencil?
+ 5. a. Jūng.	5. a. Clock
b. Máaih jūng.	b. Buy clock(s)
c. Máaih go jūng.	c. Buy a clock.
d. Séung máaih go jūng.	d. Plan to buy a clock.
e. Séung máaih léuhng go jūng.	e. Plan to buy two clocks.
f. Ngóh séung máaih léuhng go jūng.	f. I plan to buy two clocks.
+ 6. a. Kwàhn.	6. a. Skirt
b. Máaih kwàhn.	b. Buy skirt(s).
c. Máaih tíuh kwàhn.	c. Buy a skirt.
+ d. Máaih tíuh dáikwàhn (slip, petticoat)	d. Buy a slip.
e. Máaih léuhng tíuh dáikwàhn.	e. Buy two slips.
f. Séung máaih léuhng tíuh dáikwàhn.	f. Wish to buy two slips.
g. Ngóh séung máaih léuhng tíuh dáikwàhn.	g. I wish to buy two slips.
7. a. Síujé	7. a. Lady
+ b. Go wái síujé	b. That lady (wái = polite M for person)
c. Sīk go wái síujé.	c. Know that lady
d. M̀hsīk go wái síujé.	d. Not know that lady.
e. Ngóh m̀hsīk go wái síujé.	e. I don't know that lady.
+ 8. a. Jē	8. a. Umbrella
+ b. Bá jē (M. for umbrella)	b. An umbrella
c. Máaih nī bá jē.	c. Buy this umbrella.
d. Máaih nī bá jē, géidō chín a?	d. How much does this raincoat cost?
+ e. Máaih nī bá jē yiu géidō chín a? (yiu + money expression = want X amount, costs X amount, i.e., the asking price)	e. How much (do you) want for this raincoat?

f. Ngóh mhjì máaih nī bá jē yiu géidō chín.
f. I don't know how much this umbrella is.

+ g. Ngóh mhjì máaih nī bá jē yiu géidō chín a? [(Ngóh) mhjì...a? = I wonder...? i.e. polite question introduction]
g. I wonder how much this raincoat is?

---

2. Transformation Drill: Transform the sentences from affirmative to choice type question.

Ex: T: NĪ gihn sēutsāam sahpsàam mān.
T: This shirt is thirteen dollars.

S: NĪ gihn sēutsāam haih mhhaih sahpsàam mān a?
S: Is this shirt thirteen dollars?

1. NĪ gihn sēutsāam sahpyāt mān.
1. NĪ gihn sēutsāam haih mhhaih sahpyāt mān a?

+ 2. Gó tìuh tāai sei mān. That tie is four dollars.
2. Gó tìuh tāai haih mhhaih sei mān a?

3. NĪ tìuh fu sahpsàam mān.
3. NĪ tìuh fu haih mhhaih sahpsàam mān a?

+ 4. Gó deui hàaih yahńgh mān. That pair of shoes is twenty-five dollars.
4. Gó deui hàaih haih mhhaih yahńgh mān a?

5. NĪ deui maht sàam mān.
5. NĪ deui maht haih mhhaih sàam mān a?

6. Gó bá jē sahpyāt mān.
6. Gó bá jē haih mhhaih sahpyāt mān a?

7. NĪ gihn yúhlāu sahpgáu mān.
7. NĪ gihn yúhlāu haih mhhaih sahpgáu mān a?

8. NĪ go bĪu ńgh'ahgáu mān.
8. NĪ go bĪu haih mhhaih ńgh'ahgáu mān a?

+ 9. Gó jì yùhnjíbāt yāt mān. That ball point pen is one dollar.
9. Gó jì yùhnjíbāt haih mhhaih yāt mān a?

---

3. Response Drill: Teacher should point to a spot near himself for nĪ-, students should point away for gó-, to link the words with the situation.

Ex: T: NĪ gihn sahpyāt mān.
T: This one is eleven dollars.

S: Gó gihn dōu yiu sahpyāt mān.
S: That one is eleven dollars.

1. NÍ tìuh sahpsei mān.	1. Gó tìuh dōu yiu sahpsei mān.
2. NÍ deui luhk mān.	2. Gó deui dōu yiu luhk mān.
3. NÍ gihn sahpbaat mān.	3. Gó gihn dōu yiu sahpbaat mān.
4. NÍ jì yāt mān.	4. Gó jì dōu yiu yāt mān.
5. NÍ go yahgáu mān.	5. Gó go dōu yiu yahgáu mān.
+ 6. NÍ tìuh dáifu ńgh mān. (underpants, undershorts)	6. Gó tìuh dáifu dōu yiu ńgh mān.

Comment: Note that in the sentences above, numbered money expressions stand as predicate without the inclusion of a verb. The inclusion of haih is, however, also permitted: NÍ gihn haih sahpyāt mān. 'This one is $11'.

---

4. Expansion Drill

Ex: T: NÍ gihn yúhlāu sahp mān.	T: This raincoat is $10.
S: NÍ gihn yúhlāu sahp mān, gó gihn dōu haih sahp mān.	S: This raincoat is $10. That one is also $10.
1. NÍ gihn sēutsāam sahpńgh mān.	1. NÍ gihn sēutsāam sahpńgh mān, gó gihn dōu haih sahp-ngh mān.
2. NÍ deui hàaih yahluhk mān.	2. NÍ deui hàaih yahluhk mān, gó deui dōu haih yahluhk mān.
3. NÍ bá jē sahpchāt mān.	3. NÍ bá jē sahpchāt mān, gó bá dōu haih sahpchāt mān.
4. NÍ tìuh fu yahyih mān.	4. NÍ tìuh fu yahyih mān, gó tìuh dōu haih yahyih mān.
5. NÍ tìuh tāai baat mān.	5. NÍ tìuh tāai baat mān, gó tìuh dōu haih baat mān.

---

5. Substitution Drill: Repeat the first sentence after the teacher, then substitute the cues as appropriate to make new sentences.

1. Ngóh séung máaih gihn yúhlāu. I want to buy a raincoat.	1. Ngóh séung máaih gihn yúhlāu.
2. /gó go yàhn/	2. Gó go yàhn séung máaih gihn yúhlāu.

That man wants to buy this raincoat.

3. Gó go Yìnggwokyàhn.
3. Gó go Yìnggwokyàhn séung máaih gihn yùhlāu.

4. deui maht
4. Gó go Yìnggwokyàhn séung máaih deui maht.

+ 5. Gó go síujé (woman)
5. Gó go síujé séung máaih deui maht.
That lady wants to buy a pair of socks.

+ 6. Gó wái sīnsàang (man)
6. Gó wái sīnsàang séung máaih deui maht.

7. tìuh fu
7. Gó wái sīnsàang séung máaih tìuh fu.

---

6. Transformation Drill: Transform the numbers from full form to abbreviated form.

Ex: T: NÌ tìuh sàamsahp mān. T: This one is thirty dollars.
S: NÌ tìuh sà'ah mān. S: This one is thirty dollars.

1. NÌ tìuh yihsahpsei mān. [24]
1. NÌ tìuh yahsei mān.

2. NÌ tìuh yihsahpchāt mān. [27]
2. NÌ tìuh yahchāt mān.

3. NÌ tìuh sàamsahpńgh mān. [35]
3. NÌ tìuh sà'ahńgh mān.

4. NÌ tìuh sàamsahpyih mān. [32]
4. NÌ tìuh sà'ahyih mān.

5. NÌ tìuh seisahpbaat mān. [48]
5. NÌ tìuh sei'ahbaat mān.

6. NÌ tìuh seisahpluhk mān. [46]
6. NÌ tìuh sei'ahluhk mān.

7. NÌ tìuh ńghsahpsei mān. [54]
7. NÌ tìuh ńgh'ahsei mān.

8. NÌ tìuh ńghsahpyih mān. [51]
8. NÌ tìuh ńgh'ahyih mān.

9. NÌ tìuh luhksahpńgh mān. [65]
9. NÌ tìuh luhk'ahńgh mān.

10. NÌ tìuh luhksahpgáu mān. [69]
10. NÌ tìuh luhk'ahgáu mān.

---

7. Response Drill: Teacher points away for gó-, students near for nī-.

Ex: T: Gó tìuh fu sahp mān. /baat mān/ — T: That pair of trousers is ten dollars.

S: NĪ tìuh baat mān jē. — S: This pair is only eight dollars.

1. Gó deui haaih yahsāam mān. /yahyāt mān/ — 1. NĪ deui yahyāt mān jē.
2. Gó deui maht luhk mān. /sei mān/ — 2. NĪ deui sei mān jē.
3. Gó tìuh fu sahpyih mān. /sahp mān/ — 3. NĪ tìuh sahp mān jē.
4. Gó go bīu sà'ahngh mān. /yahchāt mān/ — 4. NĪ go yahchāt mān jē.
5. Gó gihn yúhlāu yihsahp mān. /sahpgáu mān/ — 5. NĪ gihn sahpgáu mān jē.

---

8. Response Drill

Ex: T: NĪ gihn sahpluhk mān. — T: This one is sixteen dollars.

S: Gám, gó gihn haih mhhaih dōu haih sahpluhk mān a? — S: Well, is that one sixteen dollars too?

1. NĪ bá sahpbaat mān. — 1. Gám, gó bá haih mhhaih dōu haih sahpbaat mān a?
2. NĪ tìuh ńgh mān. — 2. Gám, gó tìuh haih mhhaih dōu haih ńgh mān a?
3. NĪ gihn sahpsei mān. — 3. Gám, gó gihn haih mhhaih dōu haih sahpsei mān a?
4. NĪ deui yahsàam mān. — 4. Gám, gó deui haih mhhaih dōu haih yahsàam mān a?
5. Kéuih haih Gwòngdùngyàhn. /kéuih pàhngyáuh/ — 5. Gám, kéuih pàhngyáuh haih mhhaih dōu haih Gwóngdùngyàhn a?

---

9. Response Drill

Ex: T: Néih máaih géidō gihn a? /ńgh/ — T: How many do you want to buy? are you going to get? /5/

S: Ngóh máaih ńgh gihn. — S: I want five.

1. Néih máaih géidō bá a? /léuhng/	1. Ngóh máaih léuhng bá.
2. Néih máaih géidō tìuh a? /sàam/	2. Ngóh máaih sàam tìuh.
3. Néih máaih géidō deui a? /luhk/	3. Ngóh máaih luhk deui.
4. Néih máaih géidō gihn a? /sei/	4. Ngóh máaih sei gihn.
5. Néih máaih géidō jì a? /sei/	5. Ngóh máaih sei jì.
6. Néih máaih géidō go a? / /sahpyih/	6. Ngóh máaih sahpyih go.

a. Repeat, teacher cuing with Measure and number only, students giving question and answer, thus:

T: /gihn/ńgh/	T: /M:/5/
S1: Néih máaih géidō gihn a?	S1: How many are you going to buy?
S2: Ngóh máaih ńgh gihn.	S2: I'm going to buy 5.

---

10. Expansion Drill

Ex: T: Máaih sēutsāam.	T: Buy shirts.
S: Kéuih máaih gihn sēutsāam.	S: She's buying a shirt.

Note that the measure is not cued, that student must supply it.

1. Máaih fu.	1. Kéuih máaih tìuh fu.
2. Máaih tāai.	2. Kéuih máaih tìuh tāai.
3. Máaih maht.	3. Kéuih máaih deui maht.
4. Máaih jē.	4. Kéuih máaih bá jē.
5. Máaih hàaih.	5. Kéuih máaih deui hàaih.
6. Máaih yúhlāu.	6. Kéuih máaih gihn yúhlāu.
7. Máaih sēutsāam.	7. Kéuih máaih gihn sēutsāam.
8. Máaih bīu.	8. Kéuih máaih go bīu.
9. Máaih cháang.	9. Kéuih máaih go cháang.
10. Máaih kwàhn.	10. Kéuih máaih tìuh kwàhn.
11. Máaih dáikwàhn.	11. Kéuih máaih tìuh dáikwàhn.
12. Máaih pìhnggwó.	12. Kéuih máaih go pìhnggwó.
13. Máaih bāt.	13. Kéuih máaih jì bāt.
14. Máaih yùhnbāt.	14. Kéuih máaih jì yùhnbāt.
15. Máaih yùhnjíbāt.	15. Kéuih máaih jì yùhnjíbāt.

16. Máaih bējáu. 16. Kéuih máaih jí bējáu.

17. Máaih jūng. 17. Kéuih máaih go jūng.

---

11. Expansion Drill: Expand the given sentence by adding the cue word in the appropriate place.

Ex: T: Béi léuhng tìuh tāai ngóh lā. /nī/ T: Give me two ties. /this/

S: Béi nī léuhng tìuh tāai ngóh lā. S: Give me these two ties.

1. Béi bá ngóh lā. /nī/ 1. Béi nī bá ngóh lā.
2. Béi tìuh fu ngóh lā. /gó/ 2. Béi gó tìuh fu ngóh lā.
3. Béi deui maht ngóh lā. /luhk/ 3. Béi luhk deui maht ngóh lā.
4. Béi sàam gihn ngóh lā. /gó/ 4. Béi gó sàam gihn ngóh lā.
5. Béi sàam tìuh ngóh lā. /nī/ 5. Béi nī sàam tìuh ngóh lā.
6. Béi léuhng tìuh ngóh lā. /tāai/ 6. Béi léuhng tìuh tāai ngóh lā.
7. Béi gó deui hàaih ngóh lā. /léuhng/ 7. Béi gó léuhng deui hàaih ngóh lā.
8. Béi léuhng gihn sēutsāam ngóh lā. /gó/ 8. Béi gó léuhng gihn sēutsāam ngóh lā.
9. Béi tìuh kwàhn ngóh lā. /gó/ 9. Béi gó tìuh kwàhn ngóh lā.

---

12. Response Drill

Ex: 1. T: Néih máaih mh-máaih nī deui hàaih a? /nod/ T: Are you going to get this pair of shoes? Do you want this pair of shoes?

S: Hóu, béi nī deui ngóh lā. S: OK, give me that pair.

2. T: Néih máaih mh-máaih nī deui hàaih a? /shake/ T: Do you want this pair of shoes?

S: M̀hmáaih laak. S: Not today, thanks. [not buy now.]

1. Néih máaih mh̀máaih nī gihn sēutsāam a? /nod/ 1. Hóu, béi nī gihn ngóh lā.
2. Néih máaih mh̀máaih nī gihn yúhlāu a? /nod/ 2. Hóu, béi nī gihn ngóh lā.

3. Néih máaih mhmáaih nī bá jē a? /shake/
   3. M̀hmáaih laak.
4. Néih máaih mhmáaih nī tíuh fu a? /shake/
   4. M̀hmáaih laak.
5. Néih máaih mhmáaih nī deui maht a? /nod/
   5. Hóu, béi nī deui ngóh lā.
6. Néih máaih mhmáaih nī tíuh tāai a? /shake/
   6. M̀hmáaih laak.
7. Néih máaih mhmáaih nī deui hàaih a? /nod/
   7. Hóu, béi nī deui ngóh lā.
8. Néih máaih mhmáaih nī jí yúhnbāt a? /shake/
   8. M̀hmáaih laak.
9. Néih máaih mhmáaih nī go bíu a? /nod/
   9. Hóu, béi nī go ngóh lā.

Comment: In these sentences idiomatic English counterparts for máaih might be 'take,' 'get,' 'want,' as well as 'buy.'

---

13. Expansion/Substitution Drill: Expand or substitute as appropriate with the cue provided.

Ex: T: Máaih nī gihn. /ngóh/
   T: Buy this one. /I/
S: Ngóh máaih nī gihn.
   S: I'll take this one. (said to clerk in store)
T: /gó gihn/
   T: That one.
S: Ngóh máaih gó gihn.
   S: I'll take that one. (said to clerk)

1. Gó go yàhn máaih sēutsāam. /séung/ That man is buying shirts.
   1. Gó go yàhn séung máaih sēutsāam. That man wants to buy shirts.
2. /gihn/
   2. Gó go yàhn séung máaih gihn sēutsāam.
3. /léuhng/
   3. Gó go yàhn séung máaih léuhng gihn sēutsāam.
4. /géidō/
   4. Gó go yàhn séung máaih géidō gihn sēutsāam a?
5. /sei/
   5. Gó go yàhn séung máaih sei gihn sēutsāam.
6. /mhséung/
   6. Gó go yàhn mhséung máaih sei gihn sēutsāam.

7. /séung mhséung a?/ — 7. Gó gó yàhn séung mhséung máaih sei gihn sēutsāam a?

8. /léuhng tíuh tāai/ — 8. Gó go yàhn séung mhséung máaih léuhng tíuh tāai a?

---

14. Conversation Exercise:

Ex: A: M̀hsái máaih luhk gihn sēutsāam, sàam gihn gau laak. — A: You needn't buy 6 shirts; 3 is enough.

B: M̀hhaih. Sàam gihn mhgau; yiu máaih luhk gihn. — B: No, 3 isn't enough; I need to get 6.

1. A. ...sàam deui maht; Yāt deui ..... — 1. A. M̀hsái máaih sàam deui maht; yāt deui gau laak.

B. ..... — B. M̀hhaih. Yāt deui mhgau; yiu máaih sàam deui.

2. A. ...léuhng bá jē; Yāt bá..... — 2. A. M̀hsái máaih léuhng bá jē; yāt bá gau laak.

B. ..... — B. M̀hhaih. Yāt bá mhgau; yiu máaih léuhng bá.

3. A. ...sahp go cháang; Gáu go..... — 3. A. M̀hsái máaih sahp go cháang; gáu go gau laak.

B. ..... — B. M̀hhaih. Gáu go mhgau; yiu máaih sahp go.

4. A. ...chāt jí bējáu; luhk jí..... — 4. A. M̀hsái máaih chāt jí bējáu; luhk jí gau laak.

B. ..... — B. M̀hhaih. Luhk jí mhgau; yiu máaih chāt jí.

5. A. ...sei go béng; Léuhng go..... — 5. A. M̀hsái máaih sei go béng; léuhng go gau laak.

B. ..... — B. M̀hhaih. Léuhng go mhgau; yiu máaih sei go.

---

15. Response Drill: Respond affirmatively or negatively as directed, following the pattern of the example.

Ex: 1. T: Yāt bá jē gau mhgau a? /nod/ — T: Is one umbrella enough?

S: Gau laak. Yāt bá gau laak. — S: Yes, one is enough.

2. T: Yāt bá jē gau mhgau a? /shake/ — T: Is one umbrella enough?

S: Yāt bá mhgau. Mhgòi néih béi léuhng bá ngóh lā. — S: One is not enough. Please give me two.

1. Léuhng jí yùhnjíbāt gau mhgau a? /nod/ — 1. Gau laak. Léuhng jí gau laak.
2. Yāt gihn yúhlāu gau mhgau a? /shake/ — 2. Yāt gihn mhgau. Mhgòi néih béi léuhng gihn ngóh lā.
3. Luhk jí heiséui gau mhgau a? /nod/ — 3. Gau laak. Luhk jí gau laak.
4. Yāt deui hàaih gau mhgau a? /shake/ — 4. Yāt deui mhgau. Mhgòi néih béi léuhng deui ngóh lā.
5. Sàam go pìhnggwó gau mhgau a? /shake/ — 5. Sàam go mhgau. Mhgòi néih béi sei go ngóh lā.
6. Léuhng go bīu gau mhgau a? /nod/ — 6. Gau laak. Léuhng go gau laak.
7. Sahp go béng gau mhgau a? /shake/ — 7. Sahp go mhgau. Mhgòi néih béi sahpyāt go ngóh lā.

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

A. You ask your neighbor:	B. And he replies:
1. What he wants to buy.	1. That he wants to buy a tie.
2. How many (ties) he wants.	2. He wants to buy two.
3. How much these shoes cost.	3. They are $60 a pair.
4. Whether those (shoes) are also $60.00 a pair.	4. No, they are $65.

5. Whether three pairs of socks are enough.	5. That he doesn't need three pairs--two pairs are enough.
6. How much that ballpoint pen is.	6. That it is $1--two sell for $1.90.
7. Whether 5 pencils are enough.	7. That five aren't enough--he wants ten.
8. How much that petticoat costs.	8. That it sells for $12.50.
9. Who that gentleman is.	9. That he doesn't know.
10. Who that lady is.	10. That her name is Chan--she teaches Cantonese.

Vocabulary Checklist for Lesson 6

1. bá	m:	M. for things with handles, such as umbrellas
2. bāt	n:	writing implement; pen or pencil
3. béi	v:	give
4. chín	n/m:	money
5. dáifu	n:	underpants, undershorts
6. dáikwàhn	n:	slip, petticoat
7. deui	m;	pair; group measure for shoes, socks, chopsticks
8. fu	n:	trousers
9. gau	adj:	enough
10. géi(dō)	QW/nu:	how much? how many?
11. gihn	m:	M. for clothes
12. gó	sp:	that
13. go	m:	general M. for nouns
14. guhaak	n:	customer (restricted use)
15. hàaih	n:	shoes
16. jē	n:	umbrella
17. jí	m:	M. for pen, pencil, bottles
18. jūng	n:	clock
19. kwàhn	n:	skirt
20. máaih	v:	buy
21. maht	n:	socks

22. mān	m:	dollar
23. Mhjí(dou)...a?	Ph:	I wonder...?
24. nī	sp:	this
25. sauhfoyùhn	n:	Salesclerk [sell-goods-personnel]
26. sēutsāam	n:	shirt
27. sīnsàang	n:	man
28. síujé	n:	lady, woman
29. tāai	n:	tie
30. tíuh	m:	M. for trousers, ties, roads
31. wái	m:	polite M. for persons
32. yàhn	n:	person
33. yiu + money expression	v:	wants X amount, costs X amount, (i.e., the asking price is X amount.)
34. yúhlāu	n:	raincoat
35. yùhnbāt	n:	pencil
36. yùhnjíbāt	n:	ball point pen

CLASSROOM PHRASES

Below are some sentences for students to say to the teacher. Don't try to memorize them all at once, but learn them as you find them useful.

1.	Ngóh m̀hjī ____ dím gáai.	I don't know what ____ means. [lit. I don't know how ____ is explained.]
2.	M̀hgòi néih gáaisīkháh.	Please explain.
3.	M̀hgòi néih géui go laih làih táiháh.	Please give an example to demonstrate.
4.	M̀hgòi néih yuhng ____ jouh yāt geui béi ngóh tènghán.	Please use ____ to make a sentence for me to hear.
5.	Hái mēyéh sihhauh sinji góng?	When do you say that? (i.e., in what kind of situation?)
6.	Hái mēyéh chihngyihng sinji góng?	In what circumstances is that said?
7.	A tùhng B yáuh móuh fànbiht?	Is there any difference between A and B?
8.	A tùhng B yáuh mēyéh fànbiht?	What is the difference between A and B?
9.	Ngóh nī geui yáuh dī mahntàih.	I have a question about this sentence.
10.	Ngóh nī go jih yáuh dī mahntàih.	I have a question about this word.
11.	Gám góng dāk m̀hdāk a?	Is it OK to say it this/that way?
12.	____ hóu m̀hhóu tèng?	Does _____ sound right?
13.	____ duhk mēyéh sīng a?	What tone is _____?

I. BASIC CONVERSATION

A. Buildup:

(Customer and clerk in a grocery store:)

Fógei

fógei	clerk
Máaih mēyéh a?	What will you have?
Guhaak	
haih ... làih ge	is...(grammatical structure emphasizing enclosed noun.)
haih mēyéh làih ga?	is what?
dī	mass measure; plural measure
nī dī	this (mass); these (units)
Nī dī haih mēyéh làih ga?	What's this?
Fógei	
ngàuhyuhk	beef
Nī dīhaih ngàuhyuhk.	This is beef.
oi, or ngoi	want, want to possess, want to have
oi mhoi, or ngoi mhngoi	want/not want?
Néih oi mhoi nē?	Do you want some?
Guhaak	
jyùyuhk	pork
dī jyùyuhk	some pork
Mhoi, ngóh séung oi dī jyùyuhk.	No, I don't; I want to get some pork.
gàn	catty (unit of measure = 600 gms. ca. 1 1/3 pounds)
Géidō chín gàn a?	How much is it per catty?
Fógei	
sei go luhk	$4.60 [4 measure 6 (dimes)]
ngàhnchín	money [silver-money]
sei go luhk ngàhnchín	$4.60 [4 dollars 6 (dimes)]
sei go luhk ngàhnchín gàn	$4.60 per catty
Nī dī sei go luhk ngàhnchín gàn.	This is $4.60 per catty.

Guhaak

béi ngóh lā	give (it to) me please
léuhng gàn	two catties
Béi léuhng gàn ngóh lā.	Please give me two catties.

(They go over to the fruit section.)

Guhaak

maaih	sell
dím maaih nē?	how sell?
cháang dím maaih nē?	oranges--how sell?
DĪ cháang dím maaih nē?	What do the oranges sell for?

Fógei

hòuh(jí)	dime
ŋgh hòuhjí go.	50¢ [5 dimes] each.

Guhaak

DĪ pìhnggwó nē?	And the apples?

Fógei

yātyeuhng	same
Yātyeuhng--ŋgh hòuhji go.	The same--50¢ each.

Guhaak

tòhng	sugar
bohng tòhng	a pound of sugar
léuhng bohng tòhng	two pounds of sugar
A! Ngóh dōu séung máaih léuhng bohng tòhng.	Oh! I also want to buy two pounds of sugar.
géi chín a?	how much money?
Géidō chín bohng a?	How much is it per pound?

Fógei

luhk hòuh bun	65¢ [6 dimes + half]
luhk hòuh bun jí	65¢ [6 dimes half dime]
Luhk hòuh bun jí bohng.	65¢ per pound.

B. Recapitulation:

Fógei

Máaih mēyéh a?	What will you have?

Guhaak

NÍ dÍ haih mēyéh làih ga?	What's this?

Fógei

NÍ dÍ haih ngàuhyuhk. Néih oi àhoi nē?	This is beef. Do you want some?

Guhaak

M̀hoi, ngóh séung oi dÍ jyùyuhk. Géidō chín gàn a?	No, I don't; I want to get some pork. How much is it per catty?

Fógei

NÍ dÍ sei go luhk ngàhnchín gàn.	This is $4.60 per catty.

Guhaak

Béi léuhng gàn ngóh lā.	Please give me two catties.

(They go over to the fruit counter.)

Guhaak

DÍ cháang dím maaih nē?	What do the oranges sell for?

Fógei

N̂gh hòuhjí go.	50¢ [5 dimes] each.

Guhaak

DÍ pihnggwó nē?	And the apples?

Fógei

Yātyeuhng--n̂gh hòuhjí go.	The same--50¢ each.

Guhaak

A! Ngóh dōu séung máaih léuhng bohng tòhng. Géidō chín bohng a?	Oh! I also want to buy two pounds of sugar. How much is it per pound?

Fógei

Luhk hòuh bun jí bohng.	65¢ per pound.

Note to teacher: In drill #2 of this lesson there are some visual props needed which you may want to assemble early.

+ + + + + + + + + + + + + + +

Pronunciation

1. Tone practice:

A. Tone practice with Measures: Repeat during the pauses provided:

1. máh (= yard (in length) (3 times)
2. yāt jí , yāt bá , yāt go ; yāt tìuh , yāt máh , yāt gihn .
3. yāt jí, yāt bá, yāt go ; yāt tìuh, yāt máh, yāt gihn
4. yāt jí, yāt tìuh , (3 times)
5. yāt go, yāt gihn (3 times); yāt gihn, yāt go . (3 times)
6. yāt bá, yāt máh (3 times); yāt máh, yāt bá . (3 times)
7. yāt gihn, yāt tìuh (3 times)
8. chēut (= M. for movie) . (3 times)
9. yāt chēut, yāt go, yāt gihn ; yāt gihn, yāt go, yāt chēut .
10. jí bá go chēut , tìuh máh gihn .
11. jí bá go chēut tìuh máh gihn .

B. Tone practice with Numbers:

1. lìhng (= 'zero') . (3 times)
2. sàam, gáu sei ; lìhng, ńgh, yih .
3. sàam, gáu, sei, lìhng, ńgh, yih .
4. sàam, gáu, sei, chāt ; lìhng, ńgh, yih .
5. sàam, gáu,sei, chāt, lìhng, ńgh, yih .
6. chāt sei , sei chāt ; yih sei , sei yih .
7. gáu ńgh , ńgh gáu .
8. lìhng yih , yih lìhng .
9. chāt go, baat go, sahp go , sahp go, baat go, chāt go .
10. sahp go, baat go; baat go, sahp go .
11. chāt go, baat go , baat go, chāt go .
12. gáu go, léuhng go , léuhng go, gáu go .

2. ai/aai contrasts

Listen and repeat: (Notice that ai is shorter and tenser in an isolated syllable than is aai; that the a of ai is a mid central vowel, whereas the aa of aai is a low back vowel; that i after a is high front unrounded, after aa is somewhat lower (i after a is more like the ee sound of English "see," after

aa it is more like the i sound of English "is.")

1. gāi gāi gāi 鞋 , tāai tāai tāai 太 .
2. gāi tāai , tāai gāi .
3. haih haih haih , maaih maaih maaih .
4. haih mhhaih a? , maaih mhmaaih a? .
5. haih mhhaih a? , máaih mhmáaih a? .
6. Gó wái taaitáai haih mhhaih máaih hàaih a?
7. Jànhaih mhsái máaih hàaih.

3. maaih and máaih

Listen and repeat:

1. maaih, maaih , máaih, máaih .
2. máaih, máaih , maaih, maaih .
3. máaih mhmáaih a? , maaih mhmaaih a? .
4. maaih mhmaaih a? , máaih mhmáaih a? .
5. mhséung maaih , mhséung máaih .
6. máaih léuhng go, máaih léuhng go , maaih léuhng go , maaih léuhng go .

4. yuk = y + uk

yuk is a syllable composed of y as initial and uk as a two-part final, composed of the high back rounded vowel u plus the velar consonant stop k. The high front rounded yu [ü] plus velar stop consonant k doesn't occur as a two-part final in Cantonese. Therefore the spelling yuk, which on paper could be ambiguously interpreted as either yu + k or y + uk, can only be y + uk.

Listen and repeat:

1. jyùyuhk jyùyuhk 豬肉
2. yuhk yuhk 肉肉
3. luhk luhk 六肉
4. yuhk luhk (2 times) 肉六

1. NOTES

1. dǐ 'some,' as general plural measure for individual nouns

a. Plurality unspecified in number is expressed by the plural measure dǐ, 'some.'

1. go píhnggwǒ = the apple, an apple
   dǐ píhnggwǒ = the apples, some apples
2. nǐ go píhnggwǒ = this apple
   nǐ dǐ píhnggwǒ = these apples

b. Individual nouns have different individual measures, but dǐ serves as plural measure for all individual nouns.

Ex: 1. bá jē = the umbrella, an umbrella
   dǐ jē = the umbrellas, some umbrellas
2. tíuh tāai = the tie, a tie
   dǐ tāai = the ties, some ties
3. go cháang = the orange, an orange
   dǐ cháang = the oranges, some oranges

(See BC and Drill 4)

c. In a follow sentence dǐ substitutes for the noun it represents, serving in such position as an impersonal pronoun.

Béi gó dǐ cháang ngóh lā. = Give me those [M] oranges.
Béi gó dǐ ngóh lā. = Give me those. [distant ones]

d. dǐ is not used as Measure following a number. When number is specified, the individual measure follows the number.

Ex: sp+nu +m +n

nǐ dǐ jē = these umbrellas
sàam bá jē = three umbrellas
nǐ sàam bá jē = these three umbrellas
(-) sàam dǐ jē -- doesn't occur
(-)nǐ sàam dǐ jē -- doesn't occur

(See BC and Drills 1.5, 1.6)

2. Mass Nouns

a. Mass nouns designate substances which are perceived in the mass rather than as discrete units. For example:

tòhng - 'sugar'
séui - 'water'
jyùyuhk - 'pork'

b. When counted, mass nouns do not use individual measures. Instead they are counted in terms of their length, weight, or some other standard; or in terms of a container of their volume; or in terms of a segment of their whole.

Ex:	Nu. +	M +	N	
	sàam	bohng	tòhng	= three pounds of sugar
	sàam	máh	bou	= three yards of cloth
	sàam	bùi	chàh	= three cups of tea
	sàam	faai	pāi	= three pieces of pie

Certain individual nouns may also be counted in terms of weight or other standard; but they are not limited to being counted this way:

Ex:	sàam	bohng	cháang	= three pounds of oranges
	sàam	go	cháang	= three oranges

c. Similarities and differences between individual and mass measures.

The standard/container/segment measures used in counting mass nouns occupy the same position in the sentence that individual measures occupy. The measures for mass nouns, however, differ from individual measures in not being in apposition with the following noun. They also differ in having independent meaning.

3. dī, general measure for mass nouns.

When mass nouns are particularized but not counted by number, the plural measure dī serves as general mass measure for all mass nouns. It is translated in English as 'the' in subject position, 'some,' 'a little,' in object position. Incorporated into a nī or gó compound, it translates as 'this' or 'that' in both subject and object positions.

Ex: 1.	Nīdī ngàuhyuhk yiu luhk man gàn.	1. This beef costs $6.00 a catty.
2.	Dī faahn dungjó.	2. The rice has totten cold.
3.	Ngóh séung máaih dī ngàuhyuhk.	3. I'd like to buy some beef.
4.	Néih séung yám dī mēyéh a?	4. You'd like to drink a little what? (i.e. What would you like to drink?)

(See BC and Drills 6, 7, 10, 11, 12 for subject position examples: See BC and Drills 1, 2, 3 for object position examples.)

4. haih ..X.. làih ga? ge.

haih ..X.. làih ga? (& ge) is a phrase frame which has the effect of emphasizing the noun it envelopes.

Ex:	Nī dī haih mēyéh a?	What's this?
	Nī dī haih mēyéh làih ga?	What in the world is this?
	Gó go haih bīngo làih ga?	Who in the world is that?

(See BC and Drill 14)

Note that the question: Nī dī haih mēyéh làih ga? permits the mass/plural dī regardless of whether the object referred to is unit or mass, or whether, if unit, is singular or plural. If the item is singular, using the singular pronoun is also permitted.

Ex: Q:	Nī jī haih mēyéh làih ga?	What's this?
A:	Nī jī haih yùhnbāt làih ge.	It's a pencil.
or Q:	Nī dī haih mēyéh làih ga?	What's this?
A:	Nī dī haih yùhnbāt làih ge.	It's a pencil.

5. Money Measures.

The unit of currency in Hong Kong is the Hong Kong dollar. HK$1.00 = US$0.16 2/3; US$1.00 = approximately HK$6.00 in 1970.

a. The money measures used in counting money are the following:

1. mān = measure for 'dollar,' used when the figure is a round number. The word is derived from the first syllable of the English word 'money.'

2. go ngàhnchín = measure + noun. The compound of the two is used to represent 'dollar' when the figure is a round number. This form less common than the mān form for round number dollar figures. The basic meaning of ngàhnchín is 'money,' [literally 'silver-money']

Ex: sàam gò ngàhnchín = three dollars

3. go = measure for 'dollar' when the figure is not a round number.

Ex: $3.10 = sàam go yāt = three dollars one (dime)
= $3.10

4. hòuh(jí) = measure for 'dime,' used when the amount is less than one dollar.

Ex: sàam hòuh(jí) = three dimes, i.e. thirty cents

Note (in #3 above) that when dimes are part of a money expression which is larger than a dollar the dime measure is not stated. That a number following the dollar measure would indicate the dime number is predictable on the basis of the decimal system used in counting money.

5. The penny measure is not used in Hong Kong, except perhaps in banking. 5¢ is expressed, however, thus:

sei hòuh bun = 4 dimes (and) half = 45¢

In fact bun following any measure is left-bound to that measure, and means 'plus half that measure.'

Ex: sàam go bun = three dollars and a half

b. '$1.00 apiece,' '$1.00 a pound' type phrases.

In 'one dollar apiece' expressions in Cantonese the order of parts is irreversible with the money part coming first. (In English the order is often reversible: '5 cents for two/two for 5 cents.'

In the Cantonese phrase, the last number of the money measure must not directly precede the noun measure.

Ex: (read across)

	Nu	M	Nu	M	Nu	M	
1.	sei	go	sei	ngàhnchín		bá	4 dollars 4 dimes for one [M] = $4.40 each.
2.	sei	go	sei		yāt	bá	
3.	sei	go	sei	ngàhnchín	yāt	bá	
(-) 4.	sei	go	sei			bá	(not said this way)
5.	sei	go	sei	ngàhnchín	léuhng	bá:	4 dollars 4 dimes for two [M] = 2 for $4.40

(See BC and Drills 1, 6, 16.1)

c. Omission of yāt in certain 'one dollar' phrases.

When the dollar amount is one dollar and a fraction, the numeral yāt preceding the dollar measure go is ordinarily omitted in the spoken language.

Ex: go yāt = a dollar ten cents ($1.10)

go yāt ngàhnchín bohng = a dollar ten cents a pound
or go yāt yāt bohng ($1.10 per pound)

(See Drill 1.3)

Yāt is required, however, if the expression reaches a three-figure number.

Ex: yāt go baat hòuh bun jí bohng = $1.85 per pound
yāt go baat hòuh bun = $1.85

6. Words belonging to more than one grammatical category.

Ex: ngàhnchín = noun and measure: 'money' [silver-money]

nu + m + nu + m (+ n) + nu + m.

1. sei go sàam ngàhnchín léuhng bohng = $4.30 for 2 pounds
2. sàam go ngàhnchín léuhng bohng = $3.00 for 2 pounds
3. sàam mān léuhng bohng = $3.00 for 2 pounds

In Sentence #1 above, ngàhnchín is a measure, in #2 a noun. In comparison with English, there are relatively few words in Cantonese which belong to more than one grammatical category.

III. DRILLS

1. Expansion Drill: Repeat after the teacher:

1.	a. Gàn.	1. a. Catty (1-1/3 pounds)
	b. Géidō chín gàn a?	b. How much per catty?
	c. Ngàuhyuhk géidō chín gàn a?	c. How much is beef per catty.
	d. DÍ ngàuhyuhk géidō chín gàn a?	d. How much is the beef per catty?
	e. DÍ ngàuhyuhk maaih géidō chín gàn a?	e. How much does the beef sell for per catty?
	f. Gó dÍ ngàuhyuhk maaih géidō chín gàn a?	f. How much does that beef sell for per catty?
	g. Gó dÍ ngàuhyuhk maaih ńgh mān gàn.	g. That beef sells for five dollars per catty.
+ 2.	a. Yú	2. a. Fish
	b. DÍ yú.	b. The fish (in the mass) or These fish.
	c. NÍ dÍ yú.	c. This fish (in the mass) or These fish.
	d. NÍ dÍ yú géidō chín gàn a?	d. How much is this fish per catty? or ...are these fish.
	e. NÍ dÍ yú sàam go sei ngàhnchín gàn.	e. This fish is $3.40 per catty. or These are ...
3.	a. Go yih. (go + number, in a money phrase = one dollar and X number dimes)	3. a. $1.20
	b. Go yih ngàhnchín.	b. $1.20
+	c. Go yih ngàhnchín bàau.	c. $1.20 per pack(age)
+	d. YÍnjái go yih ngàhnchín bàau.	d. Cigarettes are $1.20 per pack.
	e. DÍ yÍnjái go yih ngàhnchín bàau.	e. The cigarettes are $1.20 per pack.
	f. NÍ dÍ yÍnjái go yih ngàhnchín bàau.	f. These cigarettes are $1.20 per pack.
	g. Kéuih wah nÍ dÍ yÍnjái go yih ngàhnchín bàau.	g. He says these cigarettes are $1.20 per pack.
+ 4.	a. máh	4. a. yard (in length)
	b. Géidō chín máh a?	b. How much per yard?
+	c. DÍ bou géidō chín máh a? [cloth, fabric, material]	c. How much is the cloth per yard?

	d. NĪ dĪ bou géidō chín máh a?	d. How much is this cloth per yard?
	e. NĪ dĪ bou géidō chín léuhng máh a?	e. How much is this cloth for 2 yards? How much is 2 yards of this cloth?
	f. NĪ dĪ bou yahgáu mān léuhng máh.	f. This cloth is $29 for 2 yards.
+ 5.	a. syù	5. a. book
+	b. bún syù (M. for book)	b. a/the book
	c. NĪ bún syù	c. this book
	d. NĪ bún syù dím maaih a?	d. How much is this book? or How much does this book sell for?
	e. NĪ léuhng bún syù dím maaih a?	e. How much do these 2 books sell for?
	f. NĪ léuhng bún syù maaih yah mān.	f. These two books are $20.00.
	g. NĪ léuhng bún syù maaih yihsahp mān bún.	g. These two books are $20.00 each.
+ 6.	a. Gāi.	6. a. Chicken.
+	b. Jek gāi. (M. for chicken)	b. A/the chicken.
	c. Léuhng jek gāi.	c. 2 chickens
	d. NĪ léuhng jek gāi.	d. These 2 chickens.
	e. NĪ léuhng jek gāi sei mān gàn.	e. These 2 chickens are $4 a catty.
	f. NĪ léuhng jek gāi maaih sei mān gàn.	f. These 2 chickens sell for $4 per catty.
	g. NĪ léuhng jek gāi maaih sei go bun ngàhnchín gàn.	g. These 2 chickens sell for $4.50 per catty.
	h. Kéuih wah nĪ léuhng jek gāi maaih sei go bun ngàhnchín gàn.	h. He says these 2 chickens sell for $4.50 per catty.
+ 7.	a. Hàaih.	7. a. Shoe
	b. Jek hàaih.	b. the/a shoe
	c. Béi jek hàaih ngóh.	c. Give me the shoe.
	d. M̂hgói néih béi jek hàaih ngóh.	d. Please give me the shoe.

Comment: jek is also the M. for maht, 'socks,' 'stockings.'

2. Response Drill

Ex: T: Ngóh séung máaih dĪ ngàuhyuhk. T: I want to buy some beef.

S: Kéuih dōu séung máaih dĪ ngàuhyuhk. S: He also wants to buy some beef.

1. Ngóh séung máaih bá jē.	1. Kéuih dōu séung máaih bá jē.
2. Ngóh séung máaih dĪ jyùyuhk.	2. Kéuih dōu séung máaih dĪ jyùyuhk.
3. Ngóh séung máaih bāau yĪnjái.	3. Kéuih dōu séung máaih bāau yĪnjái.
4. Ngóh séung máaih dĪ tòhng.	4. Kéuih dōu séung máaih dĪ tòhng.
5. Ngóh séung máaih tĭuh yú.	5. Kéuih dōu séung máaih tĭuh yú.
6. Ngóh séung máaih jĭ bējáu.	6. Kéuih dōu séung máaih jĭ bējáu.
7. Ngóh séung máaih gihn sēutsāam.	7. Kéuih dōu séung máaih gihn sēutsāam.

---

3. Conversation Drill

Ex: T: /dĪ jyùyuhk/ T: /some pork/

S1: Máaih mēyéh a? S1: May I help you?

S2: Ngóh séung máaih dĪ jyùyuhk. S2: I'd like to buy some pork.

1. /dĪ ngàuhyuhk/	1. A. Máaih mēyéh a? B. Ngóh séung máaih dĪ ngàuhyuhk.
2. /bāau yĪnjái/	2. A. Máaih mēyéh a? B. Ngóh séung máaih bāau yĪnjái.
3. /jek gāi/	3. A. Máaih mēyéh a? B. Ngóh séung máaih jek gāi.
4. /bohng tòhng/	4. A. Máaih mēyéh a? B. Ngóh séung máaih bohng tòhng.
5. /dĪ jyùyuhk/	5. A. Máaih mēyéh a? B. Ngóh séung máaih dĪ jyùyuhk.

6. /tìuh yú/

6. A. Máaih mēyéh a?
   B. Ngóh séung máaih tìuh yú.

7. /deui hàaih/

7. A. Máaih mēyéh a?
   B. Ngóh séung máaih deui hàaih.

---

4. Transformation Drill

Ex: T: NÍ gihn sēutsāam géidō chín a? — How much is this shirt?

S: NÍ dÍ sēutsāam géidō chín gihn a? — How much are these shirts apiece?

1. NÍ bāau yīnjái géidō chín a?
1. NÍ dÍ yīnjái géidō chín bāau a?

2. NÍ bá jē géidō chín a?
2. NÍ dÍ jē géidō chín bá a?

3. NÍ deui hàaih géidō chín a?
3. NÍ dÍ hàaih géidō chín deui a?

4. NÍ gihn yúhlāu géidō chín a?
4. NÍ dÍ yúhlāu géidō chín gihn a?

5. NÍ tìuh fu géidō chín a?
5. NÍ dÍ fu géidō chín tìuh a?

6. NÍ gihn sāam géidō chín a?
6. NÍ dÍ sāam géidō chín gihn a?

Comment: The individual Measures mean 'apiece,' 'each,' following a money phrase: Standard Measures mean 'per M.'

Ex: NÍ dÍ gāi sei mān gàn. — These chickens are $4.00 per catty.

NÍ dÍ yùhnbāt sàam hòuhjí jí. — These pencils are 30¢ each.

NÍ dÍ yùhnbāt luhk hòuhjí léuhng jí. — These pencils are 60¢ for two.

---

5. Substitution Drill

Ex: T: jyùyuhk /gàn/ — T: pork /catty/

S: NÍ dÍ jyùyuhk géidō chín gàn a? — S: How much is this pork per catty?

1. /ngàuhyuhk /gàn/
1. NÍ dÍ ngàuhyuhk géidō chín gàn a?

2. /sēutsāam/gihn/ — 2. NÍ dÍ sēutsāam géidō chín gihn a?
3. /gāi/jek/ — 3. NÍ dÍ gāi géidō chín jek a?
4. /bējáu/jí/ — 4. NÍ dÍ bējáu géidō chín jí a?
5. /yīnjái/bāau/ — 5. NÍ dÍ yīnjái géidō chín bāau a?
6. /tòhng/bohng/ — 6. NÍ dÍ tòhng géidō chín bohng a?
7. /cháang/go/ — 7. NÍ dÍ cháang géidō chín go a?
8. /pīhnggwó/go/ — 8. NÍ dÍ pīhnggwó géidō chín go a?
9. /jīu/gàn/ — 9. NÍ dÍ jīu géidō chín gàn a?
10. /dáifu/tìuh/ — 10. NÍ dÍ dáifu géidō chín tìuh a?

---

6. Transformation Drill

Ex: T: NÍ dÍ ngàuhyuhk sàam go luhk ngàhnchín gàn. — T: This beef is $3.60 per catty.
S1: NÍ dÍ ngàuyuhk géidō chín gàn a? — S1: How much is this beef per catty?
S2: Sàam go luhk ngàhnchín gàn. — $3.60 per catty.

1. NÍ dÍ jyùyuhk sei man gàn.
   A. NÍ dÍ jyùyuhk géidō chín gàn a?
   B. Sei mān gàn.
2. NÍ dÍ ngàuhyuhk ńgh mān bohng.
   A. NÍ dÍ ngàuhyuhk géidō chín bohng a?
   B. Ńgh mān bohng.
3. NÍ dÍ yīnjái go yih ngàhnchín bāau.
   A. NÍ dÍ yīnjái géidō chín bāau a?
   B. Go yih ngàhnchín bāau.
4. NÍ dÍ dáikwàhn léuhng mān tìuh.
   A. NÍ dÍ dáikwàhn géidō chín tìuh a?
   B. Léuhng mān tìuh.
5. NÍ dÍ dáikwàhn go yih ngàhnchín gihn.
   A. NÍ dÍ dáikwàhn géidō chín gihn a?
   B. Go yih ngàhnchín gihn.

---

7. Alteration Drill

Ex: T: Nī dī ngàuhyuhk dím maaih a?	T: How do you sell this beef? or What does this beef sell for?
S: Nī dī ngàuhyuhk géi-dō chín gàn a?	S: How much is this beef per catty?
1. Nī dī jyùyuhk dím maaih a? /gàn/	1. Nī dī jyùyuhk géidō chín gàn a?
2. Nī dī gāi dím maaih a? /gàn/	2. Nī dī gāi géidō chín gàn a?
3. Nī dī yú dím maaih a? /gàn/	3. Nī dī yú géidō chín gàn a?
4. Nī dī bējáu dím maaih a? /jì/	4. Nī dī bējáu géidō chín jì a?
5. Nī dī tòhng dím maaih a? /bohng/	5. Nī dī tòhng géidō chín bohng a?
6. Nī dī yīnjái dím maaih a? /bàau/	6. Nī dī yīnjái géidō chín bāau a?

---

8. Response Drill: Answer with '2' each time.

Ex: T: Néih oi mhoi yīnjái a?	T: Do you want cigarettes?
S: Oi - Béi léuhng bāau ngóh lā.	S: Yes - Give me two packs please.
1. Néih oi mhoi bējáu a?	1. Oi - Béi léuhng jì ngóh lā.
2. Néih oi mhoi yīnjái a?	2. Oi - Béi léuhng bāau ngóh lā.
3. Néih oi mhoi ngàuhyuhk a?	3. Oi - Béi léuhng gàn ngóh lā.
4. Néih oi mhoi tòhng a?	4. Oi - Béi léuhng bohng ngóh lā.
5. Néih oi mhoi heiséui a?	5. Oi - Béi léuhng jì ngóh lā.
6. Néih oi mhoi yīnjái a? /jì/ (M for one cigarette)	6. Oi - Béi léuhng jì ngóh lā.

---

9. Response Drill

Ex: 1. T: Ńgh bohng gau mhgau a? /nod/	T: Is five pounds enough?
S: Gau laak.	S: That's enough.

2. T: Ńgh bohng gau mhgau a? /shake/ T: Is five pounds enough?

S: Mhgau. Ngóh oi luhk bohng. S: No, I want to get six pounds.

Note: Answer with one more than the given number in response to the negative cue.

1. Sei bohng gau mhgau a? /nod/	1. Gau laak.
2. Léuhng bāau gau mhgau a? /shake/	2. Mhgau. Ngóh oi sàam bāau.
3. Luhk gàn gau mhgau a? /shake/	3. Mhgau. Ngóh oi chāt gàn.
4. Sàam jí gau mhgau a? /nod/	4. Gau laak.
5. Yāt jek gau mhgau a? /shake/	5. Mhgau. Ngóh oi léuhng jek.
6. Chāt gihn gau mhgau a? /nod/	6. Gau laak.
7. Ńgh tíuh gau mhgau a? /nod/	7. Gau laak.
8. Baat deui gau mhgau a? /shake/	8. Mhgau. Ngóh oi gáu deui.
9. Gáu go gau mhgau a? /shake/	9. Mhgau. Ngóh oi sahp go.

---

10. Conversation Drill

Ex: A: NĪ dĪ yīnjái dím maaih a? A. What do these cigarettes sell for?

B: Go yih ngàhnchín bàau. Néih máaih géidō bàau a? B. $1.20 per pack. How many packs do you want?

A: Yāt bāau gau laak. A. One pack is enough.

1. A. NĪ dĪ jyùyuhk ......?	1. A. NĪ dĪ jyùhyuhk dím maaih a?
B. Ńgh go sei ngàhnchín gàn.	B. Ńgh go sei ngàhnchín gàn. Néih máaih géidō gàn a?
A. Yāt	A. Yāt gàn gau laak.
2. A. NĪ dĪ bējáu ......?	2. A. NĪ dĪ bējáu dím maaih a?
B. Go baat ngàhnchín jí.	B. Go baat ngàhnchín jí. Néih máaih géidō jí a?
A. Luhk	A. Luhk jí gau laak.
3. A. NĪ dĪ fu .....?	3. A. NĪ dĪ fu dím maaih a?
B. Yahluhk go baat ngàhnchín tíuh.	B. Yahluhk go baat ngàhnchín tíuh. Néih máaih géidō tíuh a?
A. Yāt	A. Yāt tíuh gau laak.

4. A. NÌ dÌ bou	4. A. NÌ dÌ bou dím maaih a?
B. Sahpchāt mān máh	B. Sahpchāt mān máh. Néih máaih géidō máh a?
A. Sàam	A. Sàam máh gau laak.
5. A. NÌ dÌ tòhng .....?	5. A. NÌ dÌ tòhng dím maaih a?
B. Luhk hòuhjí bohng....	B. Luhk hòuhjí bohng. Néih máaih géidō bohng a?
A. Yāt	A. Yāt bohng gau laak.
6. A. NÌ dÌ maht	6. A. NÌ dÌ maht dím maaih a?
B. Léuhng go bun ngàhnchín deui	B. Léuhng go bun ngàhnchín deui. Néih máaih géidō deui a?
A. Léuhng	A. Léuhng deui gau laak.

---

11. Combining Drill

Ex: T: NÌ dÌ haih tòhng. Béi sàam bohng ngóh lā.
T: This is sugar. Give me three pounds.

S: Béi sàam bohng nÌ dÌ ngóh lā.
S: Give me three pounds of this.

1. NÌ dÌ haih píhnggwó. Béi luhk go píhnggwó ngóh lā.	1. Béi luhk go nÌ dÌ ngóh lā. Give me six of these.
2. NÌ dÌ haih bou. Béi léuhng máh bou ngóh lā.	2. Béi léuhng máh nÌ dÌ ngóh lā.
3. NÌ dÌ haih yùhnbāt. Béi sei jí yùhnbāt ngóh lā.	3. Béi sei jí nÌ dÌ ngóh lā.
4. NÌ dÌ haih syù. Béi bún syù ngóh lā.	4. Béi bún nÌ dÌ ngóh lā.
5. NÌ dÌ haih heiséui. Béi sàam jí heiséui ngóh lā.	5. Béi sàam jí nÌ dÌ ngóh lā.
6. NÌ dÌ haih yú. Béi tíuh yú ngóh lā.	6. Béi tíuh nÌ dÌ ngóh lā.

---

12. Response Drill

Ex: T: Nī dī haih jē.	T: These are umbrellas.
S: Ṁhgòi néih béi bá ngóh lā!	S: Please give me one.
1. Nī dī haih bāt.	1. Ṁhgòi néih béi jí ngóh lā!
2. Nī dī haih syù.	2. Ṁhgòi néih béi bún ngóh lā!
3. Nī dī haih yùhnbāt.	3. Ṁhgòi néih béi jí ngóh lā!
4. Nī dī haih píhnggwó.	4. Ṁhgòi néih béi go ngóh lā!
5. Nī dī haih béng.	5. Ṁhgòi néih béi go ngóh lā!

13. Conversation Drill:

Ex: T: géi jek jīu	a few bananas
S1: Ṁhgòi béi géi jek jīu ngóh lā.	Please give me a few bananas.
S2: Béi géi jek mēyéh wá?	Give a few whats, did you say?
S1: Géi jek jīu.	A few bananas.
1. géi go píhnggwó	1. S1: Ṁhgòi béi géi go píhnggwó ngóh lā. S2: Béi géi go mēyéh wá? S1: Géi go píhnggwó.
2. géi tíuh tāai	2. S1: Ṁhgòi béi géi tíuh tāai ngóh lā. S2: Béi géi tíuh mēyéh wá? S1: Géi tíuh tāai.
3. géi go cháang	3. S1: Ṁhgòi béi géi go cháang ngóh lā. S2: Béi géi go mēyéh wá? S1: Géi go cháang.
4. géi jí yùhnjíbāt	4. S1: Ṁhgòi béi géi jí yùhnjíbāt ngóh lā. S2: Béi géi jí mēyéh wá? S1: Géi jí yùhnjíbāt.
5. géi bāau yīn	5. S1: Ṁhgòi béi géi bāau yīn ngóh lā. S2: Béi géi bāau mēyéh wá? S1: Géi bāau yīn.

14. Question & Answer Drill: Teacher gives cue by pointing to objects, or pictures of them. Props required: apple, orange, ball point pen, etc.

Ex: T: (pencil)

S1: Nī dī haih mēyéh làih ga?	S1: What's this?
S2: Yùhnbāt. Gó dī haih yùhnbāt.	S2: A pencil. That's a pencil. or Pencils. Those are pencils.
S1: Géidō jí nē? /4/ (holds up fingers)	S1: How many? /unit/
S2: Sei jí.	S2: 4.

1. (apple)
   1. A. Nī dī haih mēyéh làih ga?
      B. Píhnggwó. Gó dī haih píhnggwó.
      A. Géidō go nē? /3/
      B. Sàam go.
2. (orange)
   2. A. Nī dī haih mēyéh làih ga?
      B. Cháang. Gó dī haih cháang.
      A. Géidō go nē? /1/
      B. Yāt go.
3. (ball point pen)
   3. A. Nī dī haih mēyéh làih ga?
      B. Yùhnjíbāt. Gó dī haih yùhnjíbāt.
      A. Géidō jí nē? /6/
      B. Luhk jí.
4. (pack of cigarettes)
   4. A. Nī dī haih mēyéh làih ga?
      B. Yīnjái. Gó dī haih yīnjái.
      A. Géidō bāau nē? /2/
      B. Léuhng bāau.
5. (book)
   5. A. Gó dī haih mēyéh làih ga?
      B. Syù. Gó dī haih syù.
      A. Géidō bún nē? /1/
      B. Yāt bún.

---

15. Substitution Drill: Teacher writes numbers on the blackboard to cue the students.

Ex: T: $12.40 T: $12.40

15. Substitution Drill: Teacher writes numbers on the blackboard to cue the students.

Ex: T: $12.40	T: $12.40
S: Nī gihn sēutsāam maaih sahpyih go sei.	S: This shirt sells for $12.40.
1. $12.20	1. Nī gihn sēutsāam maaih sahpyih go yih.
2. $13.60	2. Nī gihn sēutsāam maaih sahpsàam go luhk.
3. $13.20	3. Nī gihn sēutsāam maaih sahpsàam go yih.
4. $13.50	4. Nī gihn sēutsāam maaih sahpsàam go bun.
5. $15.90	5. Nī gihn sēutsāam maaih sahpńgh go gáu.

a. Continue, with other numbers.

---

16. Expansion Drill

1. a. ngàuhnáaih.	a. milk
b. Dī ngàuhnáaih.	b. the milk, or some milk
c. Dī ngàuhnáaih go baat ngàhnchín jì.	c. The milk is $1.80 a bottle.
d. Dī ngàuhnáaih yiu go baat ngàhnchín jì.	d. The milk costs $1.80 a bottle.
2. a. jīu	a. bananas
b. dī jīu.	b. the bananas or some bananas
c. dī jīu ńgh hòuhjí gàn.	c. the bananas are 50¢ a catty.
d. Dī jīu maaih ńgh hòuhjí gàn.	d. The bananas sell for 50¢ a catty.
e. Dī jīu haih m̀hhaih maaih ńgh hòuhjí gàn a?	e. Do the bananas sell for 50¢ a catty?

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

A. In a grocery store, the clerk asks:

1. What do you want to buy?
2. Is 5 pounds of sugar enough?
3. Whether you'd like to buy some fish.
4. How many packs (of cigarettes) do you want?

B. And the customer answers:

1. I want some beef, and also some pork and milk.
2. 5 pounds is not enough--give me 10 pounds.
3. Yes, I'd like to buy one fish.
4. Two packs are enough.

C. In a grocery store, the customer asks:

1. How much does the beef sell for?
2. How much are these cigarettes?
3. Is this fish $3.00 a catty?
4. What is this?
5. These bananas are 80¢ a catty, aren't they?
6. These apples are 30¢ each, aren't they?
7. How much is the sugar per pound?

D: And the clerk answers:

1. It's $5.80 a catty.
2. They're $1.20 a pack.
3. No, this is $2.80 a catty--those (pointing) are $3.00 a catty.
4. That's pork--would you like some?
5. Yes, 80¢ a catty.--how many catties would you like?
6. No, the apples are 50¢ each--the oranges are 30¢ each.
7. It's 75¢ a pound.

Vocabulary Checklist for Lesson 7

1.	bàau	m:	package, M. for cigarette pack
2.	bohng	m:	pound
3.	bou	n:	cloth
4.	bún	m:	M. for book
5.	-bun	nu:	half
6.	dī	m:	some, the
7.	gāi	n:	chicken
8.	gàn	m:	catty, unit of weight ca 1 1/3 lb
9.	gó dī	sp+m:	those (in reference to unit nouns); that (in reference to mass nouns)
10.	haih...làih ge	Ph:	is..(grammatical structure giving emphasis to enclosed noun)
11.	hòuh(jí)	m:	dime
12.	jek	m:	M. for chicken, shoe, sock, ship.
13.	jí	m:	M. for cigarette
14.	jyùyuhk	n:	pork
15.	...làih ge		see: haih...làih ge
16.	maaih	v:	sell
17.	máh	m:	yard (in length)
18.	ngàhnchín	n/m:	money [silver-money]
19.	ngàuhyuhk	n:	beef
20.	nī dī	sp+m:	these (in reference to unit nouns) this (in reference to mass nouns)
21.	ngoi	v:	var. of oi, want, want to have, want to possess
22.	oi	v:	want, want to have, want to possess
23.	syù	n:	book
24.	tòhng	n:	sugar
25.	yātyeuhng	nuM/adj:	same
26.	yīnjái	n:	cigarette
27.	yú	n:	fish

I. BASIC CONVERSATION

A. Buildup:

(Buying socks at a department store:)

Guhaak

dyún	short
dyún maht	socks
baahk-	white
baahk dyún maht	white socks
yáuh	have; there is/are
móuh	not have; there is/are not
yáuh móuh?	have/not have? do you have? is there? are there?
yáuh móuh maht?	do (you) have socks?
yáuh móuh baahk dyún maht	do you have white socks? <u>or</u> are there any white socks?

Yáuh móuh baahk dyún maht maaih a? — Do you have white socks for sale?

Sauhfoyùhn

Yáuh. — Yes. [Have]

jeuk — wear (clothes)

Haih mhhaih néih jeuk ga? — Are they for you? [ones for you to wear?]

Guhaak

Haih. — That's right.

Sauhfoyùhn

houh	number; size
géi houh?	what size?

Jeuk géi houh a? — What size do you wear?

Guhaak

Gáu houh. — Number nine.

Sauhfoyùhn

pèhng	cheap
leng	pretty
yauh	also

I. BASIC CONVERSATION

A. Buildup:

(Buying socks at a department store:)

Guhaak

dyún	short
dyún maht	socks
baahk-	white
baahk dyún maht	white socks
yáuh	have; there is/are
móuh	not have; there is/are not
yáuh móuh?	have/not have? do you have? is there? are there?
yáuh móuh maht?	do (you) have socks?
yáuh móuh baahk dyún maht	do you have white socks? <u>or</u> are there any white socks?

Yáuh móuh baahk dyún maht maaih a? — Do you have white socks for sale?

Sauhfoyùhn

Yáuh. — Yes. [Have]

jeuk — wear (clothes)

Haih mhhaih néih jeuk ga? — Are they for you? [ones for you to wear?]

Guhaak

Haih. — That's right.

Sauhfoyùhn

houh	number; size
géi houh?	what size?

Jeuk géi houh a? — What size do you wear?

Guhaak

Gáu houh. — Number nine.

Sauhfoyùhn

pèhng	cheap
leng	pretty
yauh	also

yauh pèhng yauh leng	both cheap and pretty
Nī dī yauh pèhng yauh leng.	These are both cheap and pretty.
jùngyi	like; like to
jùng mhjùngyi a?	do you like (it/them)?
Néih jùng mhjùngyi a?	Do you like them?
Guhaak	
hóu	good, nice
géi hóu	quite nice, pretty nice
daaih	big
mhgau daaih	not big enough
Géi hóu, daahnhaih mhgau daaih.	They're quite nice, but they're not big enough.
-dī	somewhat--, a little bit--
daaihdī	a little larger
daaihdī ge	larger one (or ones)
Yáuhmóuh daaihdī ge nē?	Do you have any little bit larger ones?
Sauhfoyùhn	
-saai	completely
maaihsaai laak.	all sold out
Deuimhjyuh--daaihdī ge dōu maaihsaai laak.	I'm sorry, the larger ones are all sold out.
hāak-	black
hāaksīk	black color
hóu mhhóu?	is (that) all right?
Hāaksīk, hóu mhhóu a?	Would black be all right?
Hāaksīk dōu hóu leng ga.	The black are also very pretty.
Guhaak	
Hóu aak.	All right.
Sauhfoyùhn	
Nī dī sàam mān, nīdī sàam go bun.	These are three dollars, and these are three and a half.
bīn-?	which?
júng	kind, type

Nǽih ngoi bīn júng a?	Which ones do you want?
Guhaak	
sàam go bun ge	the three-fifty ones (or one)
Oi sàam go bun ge lā.	I'd like the $3.50 ones.
Sauhfoyùhn	
dā	dozen
máaih bun dā	buy half a dozen
àh	sentence suffix adding force of 'I suppose' to sentence it attaches to.
Máaih bun dā àh.	You'll take a half a dozen, I suppose.
Guhaak	
dǒ	much, many
M̀hsái gam dǒ.	(I) don't need that many.
Sàam deui gau laak.	Three pairs are enough.

B. Recapitulation:

Guhaak	
Yáuh móuh baahk dyún maht maaih a?	Do you have white socks for sale?
Sauhfoyùhn	
Yáuh. Haih màhhaih nǽih jeuk ga?	Yes. Are they for you?
Guhaak	
Haih.	That's right.
Sauhfoyùhn	
Jeuk géi houh a?	What size do you wear?
Guhaak	
Gáu houh.	Number nine.
Sauhfoyùhn	
NÍ dÍ yauh pèhng yauh leng. Nǽih jùng màhjùngyi a?	These are both cheap and pretty. Do you like them?
Guhaak	
Géi hóu, daahmhaih màhgau	They're quite nice, but they're

daaih.	not big enough.
Yáuh móuh daaihdī ge nē?	Do you have any larger ones?
Sauhfoyùhn	
Deuìhjyuh--daaihdī ge dōu maaihsaai laak.	I'm sorry, the larger ones are all sold out.
Hāaksīk, hóu àhhóu a?	Would black be all right?
Hāaksīk dōu hóu leng ga.	The black are also very pretty.
Guhaak	
Hóu aak.	All right.
Sauhfoyùhn	
Nī dī sàam mān, nī dī sàam go bun.	These are three dollars, these are $3.50.
Néih ngoi bīn júng nē?	Which ones do you want?
Guhaak	
Oi sàam go bun ge lā.	I'd like the three-fifty ones, please.
Sauhfoyùhn	
Mǎaih bun dā àh.	Half a dozen, I suppose.
Guhaak	
Mhsái gam dò. Sàam deui gau laak.	I don't need so many. Three pairs are enough.

+ + + + + + + + + + + + + + +

Pronunciation Practice:

1. yun as in dyún

yun is a two-part final composed of the high front rounded vowel yu [ü], plus the dental nasal consonant n. The yu is an open vowel before the nasal final, and being a rounded vowel, has a rounding effect on a consonant preceding it in the same syllable, as well as the consonant following it.

Listen and repeat:

短 1. dyún , dyún , dyún .
鈍幣 2. yùhnbāt (5 times separately)
短鈍 3. dyún yùhn , yùhn dyún . 鈍短
鈍短 4. yùhn dyún , dyún yùhn . 短鈍

2. yu/yun contrasts

Listen and repeat: (Watch the teacher)

1. yú yú 魚, dyún dyún 短.
2. dyún dyún , yú yú .
3. dyún yú , yú dyún .

3. euk in jeuk, (ng)āamjeuk

euk is a two-part final composed of the rounded mid front vowel eu plus the velar stop consonant k. In final position in a syllable, k is unreleased--[k˺]. Before k, the positioning for eu is the same as that for eu before ng--raised mid front rounded--[ø]. Lips are rounded for the vowel and also for consonants preceding and following it in a syllable.

Listen and repeat: (Watch the teacher)

著 1. jeuk jeuk jeuk ; jeuk , jeuk , jeuk .

啱著 2. āamjeuk āamjeuk .

3. ngāamjeuk ngāamjeuk .

4. euk/eung contrasts

Listen and repeat: (Note that tongue and lip position is the same for eu before k as it is for eu before ng.)

1. jeuk, jeuk , Jèung, Jèung .
2. jeuk Jèung , Jèung jeuk .
3. jeuk séung , jeuk léuhng ,
4. jeuk chèuhng , jeuk yātyèuhng .

5. euk/eut contrasts

Listen and repeat: (Note that the tongue position for eu before the dental t is somewhat lower than its position before the velar k.)

1. jeuk jeuk , sēut sēut .
2. jeuk sāam , sēutsāam .
3. sēutsāam , jeuk sāam .

6. ek as in jek

ek is a two-part final composed of the mid front unrounded vowel e [E] plus the velar stop consonant k. In final position in a syllable, k is unreleased--[k˺]. The American counterpart of the

Cantonese ek is the eck in 'peck,' although in final position the American k is not necessarily unreleased--it may or may not be, with no significant difference.

Listen and repeat:

jek (5 times) 隻

7. eng as in leng, pèhng, béng, tèng

eng is a two-part final composed of the mid front unrounded vowel e [E] plus the velar nasal consonant ng. The e is like the e in the American 'bet.' It is an open vowel before the nasal final.

Listen and repeat, comparing English and Cantonese:

(Read across)

	English	Cantonese	
1.	bet	béng	餅
2.	pet	pèhng	平
3.	let	leng	靚
4.	Tet	tèng	聽

8. ut as in fut, 'wide' (See Drill 3)

ut is a two-part final composed of the high back rounded vowel u plus the dental stop consonant t. The tongue position for t is like that for English words ending with t--the tip of the tongue stops the flow of air at the dental ridge behind the upper teeth. In final position the Cantonese t is unreleased--[t˺]. u before t is produced the same as was u finally and u before n--as a high back rounded vowel [u] with tongue position somewhat higher than for u before k and ng. Before t the u is relatively long and has a slight offglide to high central position--[u·u̯] [u·u̯t˺].

Listen and repeat:

濶 fut , fut , fut , fut , fut .

9. u/ut contrasts

u before t is similar to u as a one-part final; both are high back rounded vowels, but u before t has a slight offglide to high central position [u u̯t].

Listen and repeat:

褲 1. fu fu fu , fu fu fu .

濶 2. fut fut fut , fut fut fut .

3. fu fut , fu fut , fu fut ,
fut fu , fut fu , fut fu .

10. ut/un contrasts

u before t is pronounced the same as u before n, rather long, and with a slight forward offglide before the final consonant--[u·ʊ̀t˥], [u:ʊ́n].

Listen and repeat:

1. fut fut , bun bun .
2. fut bun , bun fut .
3. bun bun , fut fut .

11. ut/uk contrasts

Tongue position for u before k is slightly lower than that for u before t, and the vowel is relatively short before k and long before t--[Uˇk˥], [u:ʊ́t˥].

Listen and repeat:

1. fut fut , luhk luhk .
2. ngàuhyuhk yuhk, yuhk , fut fut .
3. fut yuhk , fut luhk , luhk yuhk fut
fut .

12. ak/aak contrasts

Listen and repeat:

1. dāk dāk 得 , hāak hāak 黑 .
2. dāk hāak , hāak dāk .
3. jaak jaak ('narrow') 窄 , jaak dāk .
4. hāak dāk , jaak dāk , baahk dāk .
5. hāak hāak , jaak jaak , baahk baahk ,
dāk dāk .

II. NOTES

1. The verb yáuh, 'have,' 'there is/are'

a. yáuh is irregular in that its negative is not 'mhyáuh' but móuh. It patterns like other verbs in the affirmative, negative and choice questions:

Ex: aff: yáuh = have; there is
neg: móuh = don't have; there isn't
q: yáuh móuh ...? = do (you) have?; is there?

(See BC and Drills 1.1, 1.3, 8)

2. Adjectives

a. Adjectives are descriptive words. Words like daaih, 'big,' and dyún, 'short,' are adjectives.

b. From the grammatical point of view an adjective is a word that fits into certain positions in a sentence. A word which may be preceded by the following words and word groups is classed as an adjective in Cantonese:

hóu	very
géi	quite
mhhaih géi	not very
mhhaih hóu	not exceptionally

(See BC and Drills 4, 5)

c. A word which is an adjective in Cantonese may translate into another part of speech in English. For example, ngāamjeuk 'fits, fits well' is an adjective in Cantonese, because it patterns like an adjective, whereas the English equivalent expression 'fit' is a verb:

Nī gihn sēutsāam hóu ngāamjeuk. = This shirt fits well. [This shirt is very well-fitting.]

hóusihk 'good to eat,' 'tasty,' and hóuyám 'good to drink,' 'tasty,' are also adjectives, since they pattern like adjectives. They can be modified with the set of words, 'géi,' 'hóu,' etc. that modify adjectives.

1. Nī go píhnggwó hóu housihk. This apple is very tasty. (i.e., tastes good.)
2. Dī bējáu hóu hóuyám. The beer is very tasty. (i.e., tastes good.)

(See Drill 2)

d. Adjectives in Cantonese, unlike English, do not require the equivalent of the verb 'is' to serve as the predicate.

Compare:

Cantonese:		English:	
Subject	Predicate	Subject	Predicate
	Adj.		Verb + Adj.
Nī gihn	daaih.	This one	is big.
Nī dī	hóu leng.	Those	are very pretty.

Since adjectives share this characteristic of verbs, and share also the characteristic of being able to be preceded directly by m̀h, 'not,' we consider adjectives in Cantonese to be a sub-category of verbs. Some writers call this category of word 'stative verb' rather than adjective.

e. Adjectives modified and unmodified.

1. An adjective modified by géi 'quite' or hóu 'very' carries the force which an unmodified adjective does in English:

Ex: Nī gihn géi leng.
This one is pretty.

Nī gihn hóu leng.

2. An unmodified adjective indicates an implied comparison in a Cantonese sentence with a single adjective as predicate.

Ex: A: Néih wah bīn gihn leng a? — Which one do you think is pretty?

B: Nī gihn leng. — This one is pretty. (i.e. prettier than the other)

3. With two adjectives in the predicate, a yauh...yauh... construction is required, and in such a case, the unmodified adjective is the norm.

Ex: Nī go pìhnggwó yauh pèhng yauh leng. — This apple is both cheap and good.

(See BC and Drill 10)

4. The choice-type question follows the verbal pattern of V m̀hV, yielding Adj m̀hAdj.

Ex: Nī gihn gwai m̀hgwai a? Is this one expensive?

(See Drills 3, 11)

To say 'Is this one very expensive?' requires a haih mhhaih question:

Ex: Nī gihn haih mhhaih hóu gwai a? Is this one very expensive?

f. Adj + ge combination = noun phrase (NP).

An adjective is frequently used to form a noun phrase by adding the noun-forming suffix ge.

Ex: 1. Mhhaih daaih ge, haih sai ge. 1. It's not the big one, it's the small one. or They aren't the big ones, they are the small ones.

2. yiu daaihdī ge. 2. Want a large one (or ones).

(See Drill 13)

Note that when an adjective combines with ge to form a noun construction, it is necessary to add haih or another verb to form a sentence.

3. dī as adj. suffix, 'a little,' 'Adj-er.'

In Cantonese Adj-dī has a comparative sense, but the English equivalents are translated variously, depending on context as: 'somewhat,' 'a little;' and also the comparative '-er.'

Ex: Ngóh go bīu faaidī. [My watch is a bit faster (than the right time).] My watch is a little fast.

Nī gihn lāangsāam daaihdī. [This sweater is a little larger (than the size I need).] This sweater is a little too large.

Yáuh móuh saidī ge nē? Do you have a smaller one? (or smaller ones)

(See BC and Drills 13, 15)

4. Two syllable verbs and adjectives form the choice-type questions by using only the first syllable before the mh, and the whole word after:

V/Adj.		Choice question	
jùngyi	like	jùng mhjùngyi a?	(do you) like (it)?
ngāamjeuk	well-fitting	ngāam mhngāamjeuk a?	(Does it) fit?

(See BC)

5. àh sentence suffix, adding force of 'I suppose' to sentence it attaches to. It makes the sentence a rhetorical question. The speaker indicates with the àh final that he knows the response to his sentence will be in agreement with what he says. The intonation has the sentence-final fall characteristic of statement sentences.

Ex: Máaih bún dā àh. (You'll) buy a half dozen, I suppose.

(See BC and Drill 9)

Compare the two following English sentences, of which the second has a connotation similar to the Cantonese àh sentences:

1. He's drinking tea, isn't he? (you're not sure)
2. He's drinking tea, isn't he. (you're sure he is)

6. Further use of sentence suffix nē?

A question sentence which continues a topic already being discussed often uses the sentence suffix nē?, with force of: '...then?;' '...And...?'

Ex: Yáuh móuh daaihdī ge nē? Do you have any larger ones, then? (Having been shown smaller ones)

(See BC and Drill 16)

This nē? is the same final you encountered in Lesson 2 in the sentence composed of Noun + nē:

Sīnsàang nē? 'And you, Sir?'

The use of nē in this lesson is new in that it is here a final in a sentence which is itself a question. This use of nē is apparently used more frequently by women than by men, and its frequent use by men is said to give an effiminate cast to their speech. Sentence suffix a can be substituted for nē in all cases in which nē is a sentence suffix to a sentence which is itself a question.

7. Noun modification structures.

a. Noun as modifier to a following noun head:

1. Nouns as modifiers directly precede the noun they modify:

Ex: Yīnggwok hàaih	English shoes
Yahtbún bējáu	Japanese beer
bou hàaih	cloth shoes
píhnggwó pāi	apple pie

2. When the noun head is already established, ge may substitute for the noun head in a follow sentence, keeping modification structures intact:

Ex: a. Ngóh yiu máaih jí Yahtbún bējáu. Yáuh móuh a?	I want to buy a bottle of Japanese beer [Japan beer]. Do you have any?
b. Móuh a. Máaih jí Méihgwok ge, hóu mhhóu a?	No, we don't. How about getting an American one? [America-one]

(See Drill 8)

b. Adjectives as modifiers to a following noun head:

1. A one syllable adjective as modifier directly preceeds the noun it modifies:

Ex: 1. Néih gihn sàn sēutsāam hóu leng.	Your new shirt is pretty.
2. Ngóh mhjùngyi jeuk dyún fu.	I don't like to wear shorts. [short trousers]

2. Adjectives that are pre-modified add ge when modifying a following noun:

1. chèuhng yùhnbāt	long pencil
2. hóu chèuhng ge yùhnbāt	very long pencil
3. hóu gwai ge chèuhng yùhnbāt	very expensive long pencil

(See Drill 1.3)

8. dò 'many'

1. dò, 'many,' patterns like an adjective in taking the adjective modifiers hóu, géi, etc. and the adjective suffix dī, but within the larger framework of the sentence it patterns differently from adjectives. dò is a boundword, bound either to a preceding adverb or a following measure; adjectives are free words. Adjectives when pre-modified add ge when modifying a following noun, but dò does not:

Ex: hóu pèhng ge syù — very cheap books
hóu dò syù — very many books

A dò phrase patterns like a noun in that it can be the object of a verb without adding ge; but adjectives add ge when nominalized.

Ex: Kéuih yáuh hóu dò. — He has many.
Kéuih yáuh hóu daaih ge. — He has a big one (or ones.)

dò also shares some characteristics with numbers and can be viewed as an indefinite number. It is, in fact, a case unto itself, and you will learn its various faces bit by bit.

9. bīn- M ? = 'which M ?'

bīn-? is an interrogative boundword, bound to a following measure. It occupies the same position in a sentence as nī-, 'this' and gó-, 'that' and is classed with them as a specifier.

Ex: A: Néih séung máaih bīn gihn a? — Which one are you going to buy?
B: Ngóh máaih nī gihn laak. — I'll buy this one.

(See BC and Drill 14)

III. DRILLS

1. Expansion Drill: Students repeat after the teacher.

+ 1. a.	chèuhng.	1. a. long.
b.	chèuhng fu.	b. slacks, trousers. [long trousers]
c.	yáuh tìuh chèuhng fu.	c. Have a pair of slacks.
d.	Yáuh tìuh hāak chèuhng fu.	d. Have a pair of black slacks.
e.	Yáuh tìuh hāak sīk ge chèuhng fu.	e. Have a pair of black coloured slacks.
+ 2. a.	gwai	2. a. expensive.
+ b.	géi gwai	b. rather expensive, quite expensive
+ c.	mhhaih géi gwai	c. not very expensive, not expensive
d.	Dī bou mhhaih géi gwai.	d. The cloth is not too expensive.
e.	Dī Yahtbún bou mhhaih géi gwai.	e. The Japanese cloth is not expensive.
3. a.	Jí yùhnbāt.	3. a. A (or The) pencil.
b.	Yáuh jí yùhnbāt.	b. Have a pencil.
c.	Ngóh yáuh jí yùhnbāt.	c. I have a pencil.
d.	Ngóh yáuh jí chèuhng yùhnbāt.	d. I have a long pencil.
e.	Ngóh yáuh jí hóu gwai ge chèuhng yùhnbāt.	e. I have a very expensive long pencil.
+ 4. a.	Gihn lāangsāam.	4. a. The (or a) sweater.
+ b.	Gihn sàn lāangsāam.	b. The new sweater.
c.	Ngóh gihn sàn lāangsāam.	c. My new sweater.
d.	Ngóh gihn sàn lāangsāam hóu gwai.	d. My new sweater is very expensive.
e.	Kéuih mhjídou ngóh gihn sàn lāangsāam hóu gwai.	e. He does not know (that) my new sweater is very expensive.
+ 5. a.	gauh	5. a. old
b.	gauh bāt	b. old pen.
c.	Jí gauh bāt.	c. The old pen (or pencil).
d.	Jí gauh yùhnjíbāt.	d. The old ball-point pen.

2. Substitution Drill: Adjectives

Ex: T: Nī dī géi daaih. /leng/	T: These are (or this (mass) is) quite big. /pretty/
S: Nī dī géi leng.	S: These are very pretty. or This (mass) is very pretty.
1. Nī dī géi gwai. /pèhng/	1. Nī dī géi pèhng.
+ 2. /sai/ (small)	2. Nī dī géi sai. These are (or This (mass) is) quite small.
3. /daaih/	3. Nī dī géi daaih.
+ 4. /hóuyám/ (tasty, good to drink.)	4. Nī dī géi hóuyám. These are (or This is) very tasty. - very good to drink.
+ 5. /hóusihk/ (tasty, good to eat.)	5. Nī dī géi hóusihk These are (or This is) very tasty. - very good to eat.
+ 6. /ngāamjeuk (or āamjeuk) (well fitting, fits properly)	6. Nī dī géi ngāamjeuk. These fit well.

---

3. Expansion Drill: Fluency practice.

Ex: 1. T: Leng m̄hleng a?	Is it pretty?
+ S: Néih wah leng m̀hleng a? (say, think)	Do you think it's pretty?
2. T: Hóu m̀hhóusihk a?	Is it tasty?
S: Néih wah hóu m̀hhóusihk a?	Do you think it's tasty?
1. Ngāam m̀hngāamjeuk a?	1. Néih wah ngāam m̀hngāam jeuk a?
2. Gwai m̀hgwai a?	2. Néih wah gwai m̀hgwai a?
3. Pèhng m̀hpèhng a?	3. Néih wah pèhng m̀hpèhng a?
4. Sai m̀hsai a?	4. Néih wah sai m̀hsai a?
5. Daaih m̀hdaaih a?	5. Néih wah daaih m̀hdaaih a?
6. Hóu m̀hhóuyám a?	6. Néih wah hóu m̀hhóuyám a?
7. Hóu m̀hhóusihk a?	7. Néih wah hóu m̀hhóusihk a?
8. Leng m̀hleng a?	8. Néih wah leng m̀hleng a?

9. Gauh mhgauh a?	9. Néih wah gauh mhgauh a?
+ 10. Fut mhfut a? (wide)	10. Néih wah fut mhfut a?
+ 11. Jaak mhjaak a? (narrow)	11. Néih wah jaak mhjaak a?

---

4. Substitution Drill: Pre-modifiers of Adjectives

Ex: T: Gó tìuh fu géi pèhng. /hóu/	Those slacks are quite cheap. /very/
S: Gó tìuh fu hóu pèhng.	Those slacks are very cheap.
1. Gó tìuh fu géi pèhng. /hóu/	1. Gó tìuh fu hóu pèhng.
2. Gó tìuh fu hóu gwai. /mhhaih géi/	2. Gó tìuh fu mhhaih géi gwai. Those slacks aren't very expensive.
3. Gó tìuh fu mhhaih géi gwai. /géi/	3. Gó tìuh fu géi gwai.
4. Gó tìuh fu géi pèhng. /mh/	4. Gó tìuh fu mh pèhng.
+ 5. Gó tìuh fu mh pèhng. /mhhaih hóu/ (not very)	5. Gó tìuh fu mhhaih hóu pèhng.

---

5. Substitution Drill: Mixed: Nouns and Adjectives

Ex: 1. T: Gó tìuh yú géi pèhng. /hóu/	That fish is pretty cheap. /very/
S: Gó tìuh yú hóu pèhng.	That fish is very cheap.
2. T: Gó tìuh yú hóu pèhng. /go bīu/	That fish is very cheap. /watch/
S: Gó go bīu hóu pèhng.	That watch is very cheap.
1. Kéuih deui maht hóu leng. /mhhaih géi/	1. Kéuih deui maht mhhaih géi leng.
2. /tìuh dyún fu/	2. Kéuih tìuh dyún fu mhhaih géi leng.
3. /hóu gwai/	3. Kéuih tìuh dyún fu hóu gwai.
4. /nī dī yīnjái/	4. Nī dī yīnjái hóu gwai.
5. /hóu hóusihk/	5. Nī dī yīnjái hóu hóusihk.

---

6. Substitution Drill: Adjectives as predicates

Ex: T: Nī gihn lāangsāam hóu leng. /hóu jaak/ — T: This sweater is pretty.

S: Nī gihn lāangsāam hóu jaak. — S: This sweater is narrow.

1. Nī gihn lāangsāam hóu jaak. hóu ngāamjeuk.	1. Nī gihn lāangsāam hóu ngāamjeuk.
2. Hóu gwai.	2. Nī gihn lāangsāam hóu gwai.
3. Gwaidī.	3. Nī gihn lāangsāam gwaidī.
4. Sai sèsíu.	4. Nī gihn lāangsāam sai sèsíu.
5. Daaihdī.	5. Nī gihn lāangsāam daaihdī.
6. Hóu pèhng.	6. Nī gihn lāangsāam hóu pèhng.
7. Mhhaih géi gwai.	7. Nī gihn lāangsāam mhhaih géi gwai.
8. Mhhaih hóu leng. Not very pretty.	8. Nī gihn lāangsāam mhhaih hóu leng.
9. Hóu jaak.	9. Nī gihn lāangsāam hóu jaak.

---

7. Substitution Drill: Repeat the first sentence, then substitute as directed.

1. Kéuih mhjùngyi jeuk dyún fu. She doesn't like to wear shorts.	1. Kéuih mhjùngyi jeuk dyún fu.
+ 2. /chèuhngsāam/(cheongsaam)	2. Kéuih mhjùngyi jeuk chèuhngsāam. She doesn't like to wear cheongsaams.
3. /dyún maht/(socks)	3. Kéuih mhjùngyi jeuk dyún maht.
4. /chèuhng maht/(stockings)	4. Kéuih mhjùngyi jeuk chèuhng maht.
5. /lāangsāam/	5. Kéuih mhjùngyi jeuk lāangsāam.
6. /chèuhng fu/(long pants)	6. Kéuih mhjùngyi jeuk chèuhng fu.

Comment: A cheongsaam is the style of dress worn by Chinese women, with a high collar and the skirt slit at the sides.

---

8. Response Drill

Ex: T: Yáuh móuh cháang maaih a? /píhnggwó/	T: Are there oranges for sale [to sell] (here)? or (Do you) have oranges for sale? /apples?
S: Deuimhjyuh, maaih-saai laak. Píhng-gwó hóu mhhóu a?	S: Sorry, they're all sold out. Would apples be OK?
1. Yáuh móuh Yínggwok hàaih maaih a? /Méihgwok ge/ Do you have English shoes for sale? /American ones/ (ge as noun substitute)	1. Deuimhjyuh, maaihsaai laak. Méihgwok ge hóu mhhóu a? I'm sorry, they're all sold out. Would American ones be all right?
2. Yáuh móuh Méihgwok yīnjái maaih a? /Yínggwok ge/	2. Deuimhjyuh, maaihsaai laak. Yínggwok ge hóu mhhóu a?
3. Yáuh móuh jyùyuhk maaih a? /ngàuhyuhk/	3. Deuimhjyuh, maaihsaai laak. Ngàuhyuhk hóu mhhóu a?

Comment: ge can substitute for a noun in a follow sentence. The structure modifier + ge substitutes for modifier + Noun. See #1 and #2 above.

---

9. Response Drill

Ex: 1. T: Néih yáuh móuh sahp mān a? /nod/	1. T: Do you have ten dollars?
S: Yáuh. Néih yiu àh!	S: Yes I do. You want it, huh.
2. T: Néih yáuh móuh sahp mān a? /shake/	2. T: Do you have $10?
S: Móuh a. Deui-mhjyuh laak.	S: No I don't, I'm sorry.
1. Néih yáuh móuh tòhng a? /shake/	1. Móuh a. Deuimhjyuh laak.
2. Néih yáuh móuh yīnjái a? /shake/	2. Móuh a. Deuimhjyuh laak.
3. Néih yáuh móuh jē a? /shake/	3. Móuh a. Deuimhjyuh laak.
4. Néih yáuh móuh go bun ngàhn-chín a? /nod/	4. Yáuh. Néih yiu àh.
5. Néih yáuh móuh yih sahp mān a? /shake/	5. Móuh a. Deuimhjyuh laak.

6. Néih yáuh móuh léuhng go bun ngàhnchín a? /nod/ — 6. Yáuh. Néih yiu àh!

7. Néih yáuh móuh yāt dā bējáu a? /nod/ — 7. Yáuh. Néih yiu àh!

Comment: Móuh a. and Móuh laak. compared as follow sentences to a yáuh móuh? question:

Móuh a. indicates simple negative 'Don't have any.'

Móuh laak. indicates that you used to have some, but you don't have any any more.

---

10. Expansion Drill

Ex: T: Nī go píhnggwó hóu pèhng. /hóusihk/ — T: This apple is cheap. /delicious/

S: Nī go píhnggwó yauh pèhng yauh hóusihk. — S: This apple is both cheap and delicious.

1. Nī go cháang hóu gwai. /mhhóusihk/ — 1. Nī go cháang yauh gwai yauh mhhóusihk.

2. Nī go bīu hóu pèhng. /jéun/ — 2. Nī dī bīu yauh pèhng yáuh jéun.

3. Gó dī béng hóu sai. /gwai/ — 3. Gó dī béng yauh sai yauh gwai.

4. Kéuih gihn sēutsāam hóu chèuhng. /daaih/ — 4. Kéuih gihn sēutsāam yauh chèuhng yauh daaih.

5. Nī tīuh kwàhn hóu fut. /daaih/ — 5. Nī tīuh kwàhn yauh fut yauh daaih.

6. Nī júng bāt hóu pèhng. /leng/ — 6. Nī júng bāt yauh pèhng yauh leng.

---

11. Transformation Drill

Ex: T: Kéuih gihn yúhlāu hóu leng. — T: Her raincoat is pretty.

S: Kéuih gihn yúhlāu leng mhleng a? — S: Is her raincoat pretty?

1. Kéuih gó tīuh fu hóu ngāam-jeuk. Those trousers of his fit very well. — 1. Kéuih gó tīuh fu ngāam mhngāamjeuk a?

2. Sahp mān mhgwai.	2. Sahp mān gwai mhgwai a?
3. Nǐ dǐ maht hóu pèhng.	3. Nǐ dǐ maht pèhng mhpèhng a?
4. Hāak sīk ge mhhaih géi leng.	4. Hāak sīk ge leng mhleng a?
5. Gó dǐ jyùyuhk gei hóusihk.	5. Gó dǐ jyùyuhk hóu mhhóu sihk a?
6. Gó tíuh saidǐ.	6. Gó tíuh sai mhsai a?
7. Nǐ gihn baahk sēutsāam daaihdǐ.	7. Nǐ gihn baahk sēutsāam daaih mhdaaih a?
8. Kéuih gihn sāam hóu leng.	8. Kéuih gihn sāam leng mhleng a?
9. Kéuih gó deui hàaih hóu jaak.	9. Kéuih gó deui hàaih jaak mhjaak a?

---

12. Transformation Drill: Transform the cue sentence into a wá? question sentence, following the pattern of the example.

Ex: T: Kéuih sing Wòhng.	His name is Wong.
S: Kéuih sing mēyéh wá?	You said his name was what?
1. Wòhng Sàang séung máaih tíuh fu.	1. Wòhng Sàang séung máaih mēyéh wá?
2. Léih Síujé jùngyi ngóh.	2. Léih Síujé jùngyi bīngo wá?
3. Kéuih máaih nǐ gihn. She wants this one.	3. Kéuih máaih bǐn gihn wá? which one does she want?
4. Kéuih séung oi gó tíuh. He wants to have that one.	4. Kéuih séung oi bǐn tíuh wá? Which one does he want?
5. Kéuih sihk béng.	5. Kéuih sihk mēyéh wá?
6. Kéuih jeuk gáu houh.	6. Kéuih jeuk géidō houh wá?
7. Yíhgā daahp yāt.	7. Yíhgā daahp géi wá?
8. Yíhgā sāam dím bun.	8. Yíhgā géidímjùng wá?
9. Kéuih máaih sei deui.	9. Kéuih máaih géidō deui wá?
10. Kéuih yáuh sahp mān.	10. Kéuih yáuh géidō chín wá?

---

13. Expansion Drill

Ex: T: Nī gihn yúhlāu saidī.	This raincoat is a bit small.
S: Nī gihn yúhlāu saidī, yauh móuh daaihdī ge nē?	This raincoat is a bit small; do you have any larger ones?
1. Nī dī yú gwaidī.	1. Nī dī yú gwaidī, yáuh móuh pèhngdī ge nē?
2. Nī tìuh fu daaihdī.	2. Nī tìuh fu daaihdī, yáuh móuh saidī ge nē?
3. Nī gihn lāangsāam chèuhngdī.	3. Nī gihn lāangsāam chèuhngdī, yáuh móuh dyúndī ge nē?
+ 4. Nī gihn dáisāam saidī. (underwear)	4. Nī gihn dáisāam saidī, yáuh móuh daaihdī ge nē?
5. Nī tìuh fu jaak dī.	5. Nī tìuh fu jaak dī, yáuh móuh fut dī ge nē?

---

14. Response Drill

Ex: T: Néih oi bīn gihn sēutsāam nē? /baahk sīk/	Which shirt do you want? /white color/
S: Ngóh oi baahk sīk gó gihn.	I want that (or the) white one.
1. Néih oi bīn deui maht nē? /hāak sīk/	1. Ngóh oi hāak sīk gó deui.
2. Néih oi bīn bá jē nē? /daaihdī/	2. Ngóh oi daaihdī gó bá.
3. Néih oi bīn tìuh fu nē? /chèuhngdī/	3. Ngóh oi chèuhngdī gó tìuh.
4. Néih oi bīn bāau yīnjái nē? /saidī/	4. Ngóh oi saidī gó bāau.
5. Néih oi bīn jek gāi nē? /gwaidī/	5. Ngóh oi gwaidī gó jek.

---

15. Alteration Drill

Ex: T: Ngóh ngoi gihn daaihdī ge.	I want a larger one.
S: Béi gihn daaihdī ge ngóh lā!	Give me a larger one.
1. Ngóh ngoi tìuh futdī ge.	1. Béi tìuh futdī ge ngóh lā!
2. Ngóh ngoi deui jaakdī ge.	2. Béi deui jaakdī ge ngóh lā!
3. Ngóh ngoi bá lengdī ge.	3. Béi bá lengdī ge ngóh lā!
4. Ngóh ngoi jì saidī ge.	4. Béi jì saidī ge ngóh lā!
5. Ngóh ngoi go pèhngdī ge.	5. Béi go pèhngdī ge ngóh lā!
6. Ngóh ngoi géi gihn saidī ge.	6. Béi géi gihn saidī ge ngóh lā!
7. Ngóh ngoi géi tìuh chèuhngdī ge.	7. Béi géi tìuh chèuhngdī ge ngóh lā!

---

16. Response Drill

Ex: T: Ngóh séung máaih léuhng tìuh tāai.	T: I want to buy two ties.
S: Máaih bīn léuhng tìuh nē?	S: Which two do you want?
1. Ngóh séung máaih tìuh tāai.	1. Máaih bīn tìuh nē?
2. Ngóh séung máaih dī yùhnbāt.	2. Máaih bīn dī nē?
3. Ngóh séung máaih dī bou.	3. Máaih bīn dī nē?
4. Ngóh séung oi sàam deui dyún maht. I want to get three pairs of socks.	4. Oi bīn sàam deui nē?

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

A. In a store, the customer says:	B. And the clerk responds:
1. These shoes are pretty--do you have (are there?) size eight for sale?	1. I'm sorry, size eight is all sold out.
2. I don't like the black ones--are there white ones (do you have white ones)?	2. Yes, what size do you want?
3. This sweater is a little too wide--I want a smaller one.	3. This one is narrower--try it.
4. I'll take a dozen of these socks.	4. Fine, what size do you wear?
5. This sweater is pretty, but it doesn't fit--do you have larger one?	5. Yes.
6. These shoes are a bit expensive, do you have any cheaper ones?	6. Yes, those are cheaper--do you like them?
7. How much do these shorts cost?	7. This one is $15.00 and that one is $15.50--which one do you want?
8. This one (sweater) is pretty and fits well, but it's a bit expensive--$30, OK?	8. OK.

Vocabulary Checklist for Lesson 8

1.	āamjeuk	adj:	fits well, well-fitting
2.	àh	ss:	sen. suf. with force of 'I suppose'
3.	baahk	adj:	white
4.	bǐn?	QW:	which?
5.	chèuhng	adj:	long (in length)
6.	chèuhngsāam	n:	cheongsaam
7.	dā	m:	dozen
8.	daaih	adj:	large
9.	daaihdǐ	Ph:	a little larger
10.	dáisāam	n:	underwear
11.	-dǐ	adj.s:	attaches to adjectives to mean 'a little Adj; somewhat adj; Adj--er.

12. dò bf: much, many
13. dyún adj: short
14. fut adj: wide
15. gauh adj: old (not new)
16. -ge bf: one(s) = (noun substitute)
17. géi adv: rather, quite
18. gwai adj: expensive
19. hāak adj: black
20. hóu adv: very
21. hóu adj: good
22. Hóu mhhóu a? Ph: OK? Is (that) all right?
23. houh m: number
24. hóusihk adj: good to eat; tasty
25. hóuyám adj: good to drink; tasty
26. jaak adj: narrow
27. jeuk v: wear; put on (clothes)
28. júng m: type
29. jùngyi auxV/v: like, prefer; like to
30. lāangsāam n: sweater
31. leng adj: pretty; good-looking; good, nice (for foods)
32. Máaihsaai laak Ph: All sold out.
33. mhhaih géi adv: not very..., not....
34. mhhaih hóu adv: not very
35. móuh v: not have, there isn't (aren't)
36. ngāamjeuk adj: well fitting (for clothes), fits well (var. of āamjeuk)
37. pèhng adj: cheap
38. -saai Vsuf: completely
39. sai adj: small
40. sàn adj: new
41. sīk (bf)n: color
42. wah v: say, opine
43. yáuh v: have, there is (are)

I. BASIC CONVERSATION

A. Buildup:

gùngyàhn	servant
Gùngyàhn	
Wéi.	Hello.
wán	look for, search
Wán bīnwái a?	Who are you calling?
Jèung Sàang	
dihnwá	telephone
tèng	listen, hear
tèng dihnwá	talk [listen] on the telephone
giu	instruct, order, tell
giu kéuih tèng dihnwá	ask her to come to the phone
M̀hgòi néih giu Léih Táai tèng dihnwá.	Please ask Mrs. Lee to come to the phone.
Gùngyàhn	
Wán bīnwái wá? Ngóh tèng mhchīngchó.	Who did you say you were looking for? I didn't hear.
daaihsēngdī	louder voice
M̀hgòi daaihsēngdī lā.	Please speak louder.
Jèung Sàang	
Léih Taaitáai.	Mrs. Lee.
Gùngyàhn	
heui gāai	go out [go street]
jó	Verb suffix, indicating fulfillment of an expectation.
heuijó gāai	has gone out, went out
Kéuih heuijó gāai bo.	She's gone out.
Gwaising wán kéuih a?	Who is calling please?
Jèung Sàang	
Sing Jèung ge.	My name is Cheung.
fàanlàih	come back, return

géisíh (géisí)	when?
Kéuih géisíh fàanlaih a?	When will she be back?
Gùngyàhn	
sahpyih dím	12 o'clock
-lèhng-	-and some odd. Added to a number phrase.
Waahkjé sahpyih dím lèhng lā.	Probably a little after 12.
sihk aan or sihk ngaan	eat the midday meal
yiu	going to, intend to
Kéuih yiu fàanlàih sihk ngaan gé.	She's going to come home for lunch.
sih	business, affair, matter
yáuh sih	have something to attend to; have errand, business
Yáuh mēyéh sih a?	What is it you want? (i.e., What matter are you calling about?)
Jèung Sàang	
dá dihnwá	make a phone call, to telephone.
dá dihnwá béi ngóh	telephone me
giu kéuih dá dihnwá béi ngóh	tell her to phone me
mhgòi néih giu kéuih dá dihnwá béi Jèung Sàang lā.	please ask her tc phone Mr. Cheung.
Gám, kéuih fàanlàih, mhgòi néih giu kéuih dá dihnwá béi Jèung Sàang lā.	Well, when she comes home, please ask her to call Mr. Cheung.
Gùngyàhn	
néih ge dihnwá	your telephone
géidō houh?	what number?
néih ge dihnwá géidō houh a?	what is your telephone number?
Kéuih jī mhjī néih ge dihnwá géidō houh a?	Does she know your telephone number?

Jèung Sàang	
Kéuih àhjí ga.	She doesn't know.
Ngóh ge dihnwá haih chāt baat ...	My telephone number is 7 8 ...
Gùngyàhn	
lóu	fetch, go get
dáng ngóh	let me; wait while I ...
dáng ngóh lóu jí bāt sín	let me get a pen first.
Dáng ngóh lóu jí bāt sín lā.	Let me get a pen first ...
(She returns with a pen:)	
Gùngyàhn	
Wéi, géidō houh wá?	Hello, what number did you say?
Jèung Sàang	
lìhng	zero
Chāt baat luhk lìhng ńgh gáu.	786059
Gùngyàhn	
Chāt baat luhk lìhng ńgh gáu.	786059
wah kéuih jí	tell her
ngóh wah kéuih jí	I'll tell her
Hóu, kéuih fàanlàih, ngóh wah kéuih jí lā.	All right--when she comes back, I'll tell her.
Jèung Sàang	
Hóu, àhgòi.	Fine; thanks.

B. Recapitulation:

Gùngyàhn	
Wéi. Wán bīnwái a?	Hello. Who are you calling?
Jèung Sàang	
M̀hgòi nóih giu Leih Táai tèng dihnwá.	Please ask Mrs. Lee to come to the phone.
Gùngyàhn	
Wán bīnwái wá? Ngóh tèng àhchìngchó. M̀hgòi daaihsēng-dī lā.	Who did you say you wanted? I couldn't hear. Please speak louder.

Jèung Sàang

Léih Taaitáai. — Mrs. Lee.

Gùngyàhn

Kéuih heuijó gāai bo. Gwaising wán kéuih a? — She's gone out. Who is calling please?

Jèung Sàang

Sing Jèung ge. Kéuih géisìh fàanlàih a? — My name is Cheung. When will she be back?

Gùngyàhn

Waahkjé sahpyih dím lèhng lā. Kéuih yiu fàanlàih sihk aan gé. Yáuh mēyéh sih a? — Probably a little after 12. She's going to come home for lunch. What is it you want?

Jèung Sàang

Gám, kéuih fàanlàih, àhgòi néih giu kéuih dá dihnwá béi Jèung Sàang lā. — Well, (when) she comes home, please ask her to call Mr. Cheung.

Gùngyàhn

Kéuih jī mhjī néih ge dihnwá géidō houh a? — Does she know your telephone number?

Jèung Sàang

Kéuih àhji ga. Ngóh ge dihnwá haih chāt baat ... — She doesn't know. My telephone number is 7 8 ...

Gùngyàhn

Dáng ngóh ló jí bāt sin lā. — Let me get a pen first.

(She returns with a pen:)

Gùngyàhn

Wéi, géidō houh wá? — Hello, what number did you say?

Jèung Sàang

Chāt baat luhk líhng ńgh gáu. — 786059

Gùngyàhn

Chāt baat luhk líhng ńgh gáu. — 786059

Hóu, kéuih fàanlàih, ngóh wah kéuih jī lā. — All right--when she comes back, I'll tell her.

Jēung Sàang

Hóu, m̀hgòi. Fine; thanks.

+ + + + + + + + + + + + + + +

Pronunciation Practice:

1. i as in si, chi, jí, dǐ, nǐ, sih, sih, hòuhjí

i as syllable final is a high front unrounded vowel--[i].

Listen and repeat:

1. nǐ nǐ .
2. si si .
3. sih sih .
4. sih sih .
5. jí jí .

2. ik as in sīk, sihk

ik is a two-part final composed of the high front unrounded vowel i plus the velar stop consonant k. Before k the tongue position for i approaches higher-mid front unrounded [e], tenser and lower than the American i in "sick,"--[I], closer to the French é in été, 'summer.' The tongue position of k following the front vowel is more forward than that of k following the back vowels u, o, and a -- [Ik˥].

Listen and repeat:

1. sīk sīk sīk . 識
2. sihk sihk sihk . 食

3. i/ik contrasts

Note that in addition to the difference in tongue position for i as a final and before k as described, there is also a length difference. i before k is shorter than i as final--[I˘k] or [e ˘k], and [i:].

Listen and repeat:

1. sih sih , sihk sihk .
2. sih sihk , sihk sih .

4. ing as in lihng, sing, pìhnggwó, chìngchó

ing is a two-part final composed of the high front unrounded vowel i and the velar nasal ng. The tongue position for i before ng is similar to that of i before k--lowered from high front position. The vowel is open before the nasal final.

Listen and repeat:

1. sing sing 姓 , lihng lihng 零 , ching ching 清 .
2. ching sing lihng . 清姓零
3. lihng lihng 零 , pihng pihng 蘋 .

5. ing/eng contrasts

Listen and repeat:

1. lihng lihng 零 , pèhng pèhng 平 .
2. pihng pihng pihnggwó . 蘋蘋蘋果
3. pihng pèhng 蘋平, pihng pèhng .
4. leng sing 靚姓, sing leng 姓靚.

6. ing/ik contrasts

Listen and repeat:

1. sīk sīk 識 , sing sing 姓 .
2. sihk sihk 食 , sing sing .

7. eu finals

A. eut, eun, and eui

Listen and repeat:

1. chēut, sēut 出 恤
2. deui, heui 對 去
3. jéun, jéun 準 準

B. eung and euk

Listen and repeat:

1. Jèung chèuhng 張 長
2. séung, léuhng 想 兩
3. jeuk, jeuk 著 著

8. s as in sing, sihk, si, sé, sei, séung, sàang, sahp, séui.

s is an initial consonant in Cantonese. Like the American s (as in 'see'), the Cantonese s is voiceless. In terms of air flow the American and Cantonese s sounds are the same--both are spirants, that is to say, the air is forced through a narrow passage under friction, producing a hissing sound. The tongue position for the Cantonese s differs from that of the American s. The friction points for the Cantonese sound are the blade of the tongue (that part just back from the tip) and the dental ridge. The flat surface of the blade of the tongue comes close to the dental ridge (the tip of the tongue is at

rest, approximately near the base of the upper teeth) and air is forced through the passage thus provided. For the American s, the friction points are the tip of the tongue, not the blade, and the dental ridge. For the American s the grooved tip of the tongue approaches the dental ridge and air is forced through this passageway. For the Cantonese sound the lips are rounded before a rounded vowel and spread before an unrounded one.

1. Compare American and Cantonese s sounds:

American	Cantonese
1. see see see	si si si
2. sing sing sing	sing sing sing
3. set set set	sé sé sé
4. say say say	sei sei sei
5. son son son	sàn sàn sàn
6. soot soot soot	sēut sēut sēut

2. Listen and repeat:

1. si , si , si .
2. sih , sih , sih .
3. sé , sé , sé .
4. sing , sing , sing .
5. sēut , sēut , sēut .

9. s/j/ch compared.

There are some similarities of tongue positioning among these sounds. To make s the blade of the tongue approaches close to the dental ridge at the point where the tongue touches the ridge to make the j and ch sounds. The flat surface of the blade is the friction point for all three sounds.

Listen and repeat:

1. ji 至 , chi 次 , si 識 .
2. jing 正 , chìng 清 , sing 姓 .
3. jē 姐 , chē 車 , sé 寫 .
4. jái 仔 , chàih 齋 , sai 細 .

II. NOTES

1. bo = sentence suffix expressing definiteness, conviction.

Ex: Kéuih chēutjó gāai laak. — She's gone out. (change from former condition)

Kéuih chēutjó gāai bo. — She's gone out, that's definite.

(See BC)

2. -jó verb suffix indicating accomplishment of intended action.

This will be treated in detail in later lessons. At present learn it in the set phrases you will be apt to need to say and comprehend over the telephone:

Ex: Kéuih fàanjó gùng. — He's gone to work. [return-jó work]

Kéuih heuijó gāai. — She's gone out (from her own house). [go-jó street]

Kéuih fàanjó ngūkkéi. — He's gone home. [return-jó home]

(See BC and Drills 1.3, 4, 5, 6, 7)

3. ge translated as possessive.

ge is suffixed to personal nouns and pronouns to show ownership, 'belonging to,' referred to in grammatical terms as the possessive. ge operates as possessive in noun phrases both in head and modifier structures:

a. In head structures:

ge combines with a preceding personal noun (or pronoun) to form the head of a noun phrase.

Ex: 1. Gó dī / Gó bún syù haih Léih Síujé ge. — Those / That book(s) is/are Miss Lee's.

2. Nī dī / Nī bún haih ngóh ge. — These / This one is are mine.

3. Léih Síujé ge haih sàn ge. — Miss Lee's is a new one. are ones.

4. Ngóh ge haih gauh ge. — Mine are is an old ones. one.

In a head structure ge cannot be omitted from the N-ge combination.

(See Drills 10, 11)

b. In modification structures:

ge combines with personal nouns (and pronouns) to form a possessive modifier to a following noun head.

Ex: 1.	Ngóh ge dihnwá haih ...houh.	My telephone number is....
2.	Kéuihdeih ge néuih-pàhngyáuh fàanjó ngūkkéi laak.	Their girlfriends have gone home.
3.	Ngóh m̀hjùngyi Léih Sí̄jé ge sàn lāangsāam.	I don't like Miss Lee's new sweater.

(See BC)

4. ge/Measure overlap.

ge may replace the measure in a modification structure.

Ex: 1.	Ngón go néui m̀hhái douh.	My daughter is not here.
2.	Ngóh dī néui m̀hhái douh.	My daughters are not here.
3.	Ngóh ge néui m̀hhái douh.	My daughter(s) is (are) not here.

5. Possessive modification without ge or Measure.

A few nouns accept modification by personal nouns and pronouns directly. Pàhngyáuh, (ng)ūkkéi, and gùngyàhn are the only nouns of this type we have studied so far.

Ex: Ngóh pàhngyáuh	My friend/friends
Léih Sí̄jé (ng)ūkkéi	Miss Lee's home

But even for these nouns, ge must be used with bīngo ge, whose? to differentiate from bīn go, which (M)?

Ex: Bīn go pàhngyáuh?	Which friend?
Bīngo ge pàhngyáuh?	Whose friend?

Compare:

bīngo ge pàhngyáuh?	whose friend?
bīn go pàhngyáuh?	which friend?
Léih Táai gaau bīngo ge pàhngyáuh?	Whose friend does Mrs. Lee teach?
Léih Táai gaau bīn go pàhngyáuh?	Which friend does Mrs. Lee teach?

The nouns that accept direct modification by personal noun/

pronoun will be treated as exceptions and noted as such. As a rule of thumb, such nouns must be of more than one syllable.

6. yiu..V..;séung..V.. differentiated.

yiu..V.. = definitely intend to ..V..

séung..V.. = plan to ..V.. (but maybe it won't happen)

In English yiu can be translated as 'going to' if the sentence is one of future reference. Yiu contrasts with séung in such sentences in that with séung the implication is that it's iffy whether or not the action expressed by the following verb will actually take place, but with yiu the person has definitely made up his mind to do the action.

Ex: 1. Kéuih wah ngóh jì kéuih séung fàan-làih sihk aan. — She told me she was planning to come home for lunch.

2. Kéuih wah ngóh jì kéuih yiu fàanlàih sihk aan. — She told me she was coming home for lunch.

7. séung..V.. and jùngyi..V..differentiated.

séung = would like to ..V..; think I'll ..V..

jùngyi = like (as a general statement)

Ex: Ngóh séung yám dī chàh. — I'd like some tea.

Ngóh séung sihk go píhnggwó. — I'd like an apple.

Ngóh hóu jùngyi yám chàh. — I like to drink tea. / I like tea.

The differentiation of meaning between jùngyi and séung breaks down with a mēyéh question, where the jùngyi pattern is used as a polite way to ask what the addressee wishes. (The jùngyi mēyéh? question may also mean: What do you like?)

Ex: Néih séung yám dī mēyéh a? — What would you like to drink?

Néih jùngyi yám dī mēyéh a? — What would you like to drink?

(See Drill 12)

8. Omission of yāt in certain 'one o'clock' phrases.

The numeral yāt is ordinarily omitted in the spoken language before the time measure dím, 'o'clock,' when dím is followed by géi, lèhng or bun.

Ex: 1. dím géi jūng = sometime after one o'clock
2. dím lèhng (jūng) = a little after one o'clock
3. dím bun = half past one

(See Drill 7)

In all other phrases concerning one o'clock, yāt cannot be omitted.

9. Omission of go jih in a time phrase.

go jih is frequently omitted in the spoken language as the final element in a time phrase.

Ex: sàam dím yāt = 3:05
sàam dím sàam = 3:15
sàam dím sei = 3:20

Note in these abbreviated forms that the numeral following dím is in construction with an unspoken go jih, not with go gwāt. Thus sàam dím sàam is 3:15, not 3:45. X:30 is never stated as X dím luhk, but as X dím bún.

(See Drill 7)

Although infrequent, X dím yih rather than (-) X dím léuhng is the abbreviated form for X dím léuhng go jih.

III. DRILLS

1. Substitution Drill: Repeat the first sentence, then substitute as directed.

1. M̀hgòi néih giu Léih Táai tèng dihnwá lā. Please call Mrs. Lee to the telephone.	1. M̀hgòi néih giu Léih Tāai tèng dihnwá lā.
2. Hòh Táai	2. M̀hgòi néih giu Hòh Táai tèng dihnwá lā.
3. Hóh Síujé	3. M̀hgòi néih giu Hòh Síujé tèng dihnwá lā.
4. Jèung Sàang	4. M̀hgòi néih giu Jèung Sàang tèng dihnwá lā.
5. Chàhn Táai	5. M̀hgòi néih giu Chàhn Táai tèng dihnwá lā.

---

2. Expansion Drill

Ex: T: Jèung Sàang, tèng dihnwá.	T: Mr. Cheung, telephone!
S: M̀hgòi néih giu Jèung Sàang tèng dihnwá.	S: Please ask Mr. Cheung to come to the phone.
1. Chàhn Sàang, tèng dihnwá.	1. M̀hgòi néih giu Chàhn Sàang tèng dihnwá.
2. Léih Táai, tèng dihnwá.	2. M̀hgòi néih giu Léih Táai tèng dihnwá.
3. Hòh Síujé, tèng dihnwá.	3. M̀hgòi néih giu Hòh Síujé tèng dihnwá.
4. Wòhng Sáang, tèng dihnwá.	4. M̀hgòi néih giu Wòhng Sáang tèng dihnwá.
5. Làuh Táai, tèng dihnwá.	5. M̀hgòi néih giu Làuh Táai tèng dihnwá.

---

3. Expansion Drill: telephone talk; listen and repeat:

+ 1. <u>cho</u>	<u>mistake</u>, <u>make a mistake</u>
+ cho <u>sin</u> (<u>line</u>, <u>thread</u>)	wrong line
+ <u>Daap cho sin</u>	Wrong number! [connected the wrong line]

2.	dáng	wait
+	dáng (yāt)jahn (var: (yāt)ján)	wait awhile
	Mhgòi néih dáng yātjahn.	Just a moment, please. [Please wait awhile]
	Mhgòi néih dáng yātjahn lā.	Just a moment, please!
+ 3.	fàan	go [return] to place you habitually go to.
+	fàan gùng	go [return] to work
	fàanjó gùng	has gone [or went] to work
	Kéuih fàanjó gùng.	(S)He's gone to work.
	Kéuih fàanjó gùng bo.	I am sorry, but he's gone to work.
+ 4.	chēut gāai	go out [out (to) street]
	chēutjó gāai	has gone [or went] out
	Kéuih chēutjó gāai.	(S)He's gone out.
	Kéuih chēutjó gāai bo.	I'm sorry, but she's gone out.
+ 5.	fàan (ng)ūkkéi	go [return] home
	fàanjó (ng)ūkkéi	has gone [or went] home
	Kéuih fàanjó (ng)ūkkéi	(S)He's gone home.
	Kéuih fàanjó (ng)ūkkéi bo.	I'm sorry, but he's gone home.
+ 6.	fàan hohk	go [return] to school
	fàanjó hohk	gone to school, left for school
	Kéuih fàanjó hohk la.	He's gone to school.
+ 7.	heui gāai	go out [go (to) street]
	heuijó gāai	has gone (or went) out
	Kéuih heuijó gāai.	(S)He's gone out.
	Kéuih heuijó gāai bo.	I'm sorry, but he's gone out.
+ 8.	joi dálàih	call back (on the phone)
	dángjahn joi dálàih	call back later
	Dángjahn joi dálàih lā.	Call back later.

a. Repeat the final sentence of each of the above problem sentences as a Listen and Repeat drill, students repeating after the teacher.

b. Repeat, teacher giving the English of the final sentences, students called on individually to give Cantonese equivalents.

4. Conversation Drill: Carry on the suggested conversations following the pattern of the example.

Ex: 1. T: Néih wán mēyéh a? /jí yùhnbāt/ — T: What are you looking for? /a pencil/

S: Ngóh wán jí yùhnbāt. — S: I'm looking for a pencil.

2. T: Néih wán bīngo a? /Chàhn Sàang/ — T: Who are you looking for? /Mr. Chan/

S: Ngóh wán Chàhn Sàang. — S: I'm looking for Mr. Chan.

1. Néih wán mēyéh a? /bàau yīnjái/ — 1. Ngóh wán bàau yīnjái.
2. Néih wán mēyéh a? /bá jē/ — 2. Ngóh wán bá jē.
3. Néih wán bīngo a? /Wòhng Táai/ — 3. Ngóh wán Wòhng Táai.
4. Néih wán bīngo a? /Làuh Síujé/ — 4. Ngóh wán Làuh Síujé.
5. Néih wán mēyéh a? /jí yùhnjíbāt/ — 5. Ngóh wán jí yùhnjíbāt.
6. Néih wán bīngo a? /Jèung Sàang/ — 6. Ngóh wán Jèung Sàang.

a. Repeat as Conversation Drill, thus:

1. T: /yùhnbāt/

S1: Néih wán mēyéh a?

S2: Ngóh wán jí yùhnbāt.

2. T: /Chàhn Sàang/

S1: Néih wán bīngo a?

S2: Ngóh wán Chàhn Sàang.

---

5. Conversation Drill

Ex: A: M̂hgòi néih giu Wòhng Sàang tèng dihnwá lā. — A: Please ask Mr. Wong to come to the phone.

B: Kéuih chēutjó gāai bo. Gwaising wán kéuih a? — B: I'm sorry but he's gone out. Who is calling please?

A: Sing Jèung ge. — A: My name is Cheung.

1. A. .....Hòh Táai ..... — 1. A. M̂hgòi néih giu Hòh Táai tèng dihnwá lā.

B. ..... B. Kéuih chēutjó gāai bo. Gwaising wán kéuih a?

A. ..... Léih ..... A. Sing Léih ge.

2. A. ..... Jèung Sàang ..... 2. A. Ńhgòi néih giu Jèung Sàang tèng dinhwá lā.

B. ..... B. Kéuih chēutjó gāai bo. Gwaising wán kéuih a?

A. ..... Máh ..... A. Sing Máh ge.

3. A. ..... Chàhn Síujé ..... 3. A. Ńhgòi néih giu Chàhn Síujé tèng dinhwá lā.

B. ..... B. Kéuih chēutjó gāai bo. Gwaising wán kéuih a?

A. ..... Wòhng ..... A. Sing Wòhng ge.

a. Continue, using actual names of students.

Comment: Bǐnwái?, who? (polite) may be substituted for Gwaising thus:

Gwaising wán kéuih a?

Bǐnwái wán kéuih a? Who is calling her?

---

6. Translation & Conversation Drill

Ex: S1: Ńhgòi néih giu Léih Sàang tèng dihnwá lā. S1: Please ask Mr. Lee to come to the phone.

S2: Kéuih heuijó gāai bo. S2: I'm sorry, but he's gone out.

1. A. ..... 1. A. Ńhgòi néih giu Léih Sàang tèng dihnwá lā.

T. Wrong number!

B. ..... B. Daap cho sin.

2. A. ..... 2. A. Ńhgòi néih giu Léih Sàang tèng dihnwá lā.

T. Just a moment, please.

B. ..... B. Ńhgòi néih dáng yātjáh lā.

3. A. ..... 3. A. Ńhgòi néih giu Léih Sàang tèng dihnwá lā.

T. He's gone to work.

B. ..... B. Kéuih fàanjó gùng bo.

4. A. ..... 4. A. M̀hgòi néih giu Léih Sàang tèng dihnwá lā.

T. He's gone out.

B. ..... B. Kéuih chēutjó gāai bo.

or

Kéuih heuijó gāai bo.

5. A. ..... 5. A. M̀hgòi néih giu Léih Sàang tèng dihnwá lā.

T. He's gone home.

B. ..... B. Kéuih fàanjó ngūkkéi bo.

6. A. ..... 6. A. M̀hgòi néih giu Léih Sàang tèng dihnwá lā.

T. He's gone to school.

B. ..... B. Kéuih fàanjó hohk bo.

---

7. Expansion Drill:

Ex: T: chāt dím T: 7 o'clock.

S: Yíhgā chāt dím gamseuhnghá lā. (approximately) S: It's about 7 o'clock.

T: NÍ tíuh dyúnfu sahp mān. T: These shorts are $10.

S: NÍ tíuh dyúnfu sahp mān gamseuhnghá lā. S: These shorts are about $10.

\+ 1. dím bun. 1:30 (time expression) 1. Yíhga dím bun gamseuhnghá lā. It's about 1:30.

2. luhk dím sàam six-fifteen (short for luhk dim sàamgojih) 2. Yíhga luhk dím sàam gamseuhnghá lā.

3. NÍ gihn chèuhngsāam yahńgh mān. 3. NÍ gihn chèuhng sàam yahńgh mān gamseuhnghá lā.

4. NÍ tíuh chèuhngfu sahpluhk mān. 4. NÍ tíuh chèuhngfu sahpluhk mān gamseuhnghá lā.

5. NÍ gihn lāangsāam sà'ahsei man. 5. NÍ gihn lāangsāam sà'ahsei mān gamseuhnghá lā.

Comments: a. gamseuhnghá attaches to the end of a number expression, to make it an approximate number.

---

8. Expansion Drill

Ex: T: Léih Táai wah nī gihn sahp mān.	T: Mrs. Lee says this one is ten dollars.
S: Léih Táai wah ngóh jí nī gihn sahp mān	S: Mrs. Lee told me this one is ten dollars.
1. Léih Sàang wah kéuih sahp dím fàanlàih.	1. Léih Sàang wah ngóh jí kéuih sahp dím fàanlàih.
2. Kéuih wah gó go yàhn haih sing Wòhng ge.	2. Kéuih wah ngóh jí gó go yàhn haih sing Wòhng ge.
3. Chàhn Táai wah kéuih hohk Gwóngdùngwá.	3. Chàhn Táai wah ngóh jí kéuih hohk Gwóngdùngwá.
4. Hòh Síujé wah kéuih go bīu hóu pèhng.	4. Hòh Síujé wah ngóh jí kéuih go bīu hóu pèhng.
5. Kéuih wah kéuih sahpyih dím yiu jáu laak.	5. Kéuih wah ngóh jí kéuih sahpyih dím yiu jáu laak.

Comment: wah (Person jí),'tell someone', is interchangeable with góng (Person) tèng, góng (Person) jí, and wah (Person) tèng.

Learn to recognize the alternate ways when you hear them.

---

9. Expansion Drill

Ex: T: Kéuih sihk faahn.	T: He is eating dinner.
S: Giu kéuih sihk faahn lā!	S: Tell him to come to dinner! (i.e. Dinner is on the table-come eat.)
1. Léih Táai, tèng dihnwá. Telephone for you, Mrs. Lee.	1. Giu Léih Táai tèng dihnwá lā! Tell Mrs. Lee to come to the phone.
2. Kéuih yíhgā fàanlàih. He's coming back now.	2. Giu kéuih yíhgā fàanlàih lā! Tell him to come back right now.
3. Kéuih dáng jahn joi dá làih.	3. Giu kéuih dáng jahn joi dá làih lā!

He'll call back in a little while.

Tell him to call back in a little while.

4. Kéuih léuhng dím làih wán ngóh.
   She's coming to see me [lit: look for me] at two o'clock.
+ (heui wán yàhn = go see someone)

4. Giu kéuih léuhng dím làih wán ngóh lā!
   Tell her to come see me at 2 o'clock.

5. Kéuih gaau ngóh góng Gwóng-dùngwá.

5. Giu kéuih gaau ngóh góng Gwóngdùngwá lā!

---

10. Response Drill

Ex: T: Nǐ bún syù haih bǐngo ga? /ngóh/

T: Whose book is this? /I/

+ S: Haih ngóh ge. (ge = possessive marker)

S: It's mine.

1. Gó bá jē haih bǐngo ga? /ngóh gùngyàhn/

1. Haih ngóh gùngyàhn ge.

2. Nǐ dǐ bāt haih bǐngo ga? /Léih Síujé/

2. Haih Léih Síujé ge.

3. Gó dǐ maht haih bǐngo ga? /Wòhng Sàang/

3. Haih Wòhng Sàang ge.

4. Nǐ lèuhng jī bējáu haih bǐngo ga? /ngóh pàhngyáuh/

4. Haih ngóh pàhngyáuh ge.

5. Gó sàam go pǐhnggwó haih bǐngo ga? /gó go Yìnggwokyàhn/

5. Haih gó go Yìnggwokyàhn ge.

---

11. Response Drill

Ex: T: Bǐn jī yùhnjíbāt haih néih ga? /hāak sīk/

T: Which ball point pen is yours?

S: Hāaksīk gó jī.

S: That (or the) black one.

1. Bǐn gihn sēutsāam haih néih pàhngyáuh ga? /chèuhngdǐ/

1. Chèuhngdǐ gó gihn.

2. Bǐn bá jē haih néih ga? /daaihdǐ/

2. Daaihdǐ gó bá.

3. Bǐn bún syù haih néih ga? /saidǐ/

3. Saidǐ gó bún.

4. Bǐn gihn lāangsāam haih néih ga? /sa'ahsei houh/

4. Sa'ahsei houh gó gihn.

5. Bīn deui hàaih haih néih ga? /baat houh/ — 5. Baat houh gó deui.

6. Bīn tíuh fu haih néih ga? /dyún/ — 6. Dyún gó tíuh.

---

12. Substitution Drill: Repeat the first sentence, then substitute as directed.

1. Ngóh hóu jùngyi yám bējáu. I like to drink beer. = I like beer. — 1. Ngóh hóu jùngyi yám bējáu.

2. /kéuih/ — 2. Kéuih hóu jùngyi yám bējáu. He likes to drink beer.

3. /séung/ — 3. Kéuih séung yám bējáu. He'd like some beer.

4. /mēyéh/ — 4. Kéuih séung yám mēyéh a? What would he like to drink?

5. /jùngyi/ — 5. Kéuih jùngyi yám mēyéh a? What does he like ...? or (Polite) What does he want ...?

6. /gafē/ — 6. Kéuih jùngyi yám gafē. He likes coffee.

7. /mhjùngyi/ — 7. Kéuih mhjùngyi yám gafē. He does not like coffee.

8. /mhséung/ — 8. Kéuih mhséung yám gafē. He does not want any coffee.

9. /séung mhséung/ — 9. Kéuih séung mhséung yám gafē a? Would he like some coffee?

10. /hóu séung/ — 10. Kéuih hóu séung yám gafē. He'd like very much to have some coffee.

11. /hóu jùngyi/ — 11. Kéuih hóu jùngyi yám gafē. He likes coffee.

IV. CONVERSATIONS FOR LISTENING

(On tape. Listen to tape with book closed.)

V. SAY IT IN CANTONESE

A. On the telephone, you say:	B. And the other person responds:
1. Hello, who are you calling?	1. Please ask Mr. Chang to come to the phone.
2. Mr. Chang is out--may I take a message [lit: What is your business?]	2. My name is Wong. Please ask Mr. Chang to call me when he gets back.
3. What did you say your name was? Please speak louder.	3. My name is _____. My phone number is _____.
4. Mrs. Ma has gone to work.	4. Will she be home for lunch?
5. May I speak to Mr. Lee?	5. He's gone home.
6. Please ask Miss Ho to come to the phone.	6. You have the wrong number.
7. My phone number is _____.	7. Just a minute, let me get a pen.
8. Hello, what number did you say?	8. _____.
9. When is Mr. Lau coming home?	9. I don't know. Do you have a message?
10. When he comes back I'll tell him.	10. Thank you.

Vocabulary Checklist for Lesson 9

1. aan (var: ngaan)	bf:	noon, midday
2. chēut gāai	VO:	go out (from one's own house)
3. cho	n/v:	mistake, make a mistake
4. Daaihsèngdǐ	Ph:	Speak louder!
5. dáng yātjáan (also dáng yātjahn)	Ph:	wait awhile
6. Daap cho sin!	Ph:	Wrong number! [caught-mistake-line]
7. dá	v:	hit
8. dihnwá	VO:	make a telephone call
9. dáng	v:	wait
10. dáng Person Verb	v:	allow, let Person do something; wait while Person does something.
11. dihnwá	n:	telephone
12. dím bun	TW:	1:30 o'clock

13. fàan	v:	return (to/from a place you habitually go to)
14. fàan gùng	VO:	go [return] to work
15. fàan hohk	VO:	to to school
16. fàanlàih	v:	come back, return (here)
17. fàan (ng)ūkkéi	VO:	go [return] home
18. gamseuhnghá	Ph:	approximately
19. ge	bf:	mark of the possessive. joins with preceding personal noun (or pronoun) to form possessive.
20. géidō houh?	Ph:	what number?
21. géisi? or géisíh?	QW:	when?
22. giu	v:	instruct, tell, order, call
23. góng Person jí	Ph:	tell someone
24. góng Person tèng	Ph:	tell someone
25. gùngyàhn	n:	servant, laborer
26. heui gāai	VO:	go out (from one's own house)
27. -jó	Vsuf:	verb suf. indicating accomplishment of the action
28. joi dálàih	Ph:	call back (on the phone)
29. lèhng	nu:	'and a little bit' in a number phrase
30. líhng	nu:	zero
31. ló	v:	fetch, to go get (something)
32. ngaan	bf:	noon, midday
33. ngūkkéi or ūkkéi	PW:	home
34. sih	v:	business, affair, matter
35. sihk (ng)aan	VO:	eat lunch
36. sín	adv/ss:	first
37. sin	n:	line, thread
38. tèng	v:	hear, listen to
39. tèng dihnwá	VO:	talk [listen] on the telephone
40. ūkkéi or ngūkkéi	PW:	home
41. wah ngoh jí	Ph:	tell me
42. wah yàhn tèng	Ph:	tell someone
43. wah yàhn jí	Ph:	tell someone
44. wán	v:	look for, search
45. wán yàhn	VO:	look someone up

46. heui/làih wán yàhn	Ph:	come/go see someone
47. Wéi!	ex:	Hello! (Telephone greeting)
48. (Yáuh) mēyéh sih a?	Ph:	What is it you want? (i.e.,(on the phone) May I take a message?)
49. yáuh sih	VO:	have something to attend to; have errand, business
50. yiu	auxV:	going to, intend to

I. BASIC CONVERSATION

A. Buildup:

yàuhhaak	tourist
Yàuhhaak	
bǐndouh?	where?
hái	location verb, variously translated. 'is located.'
hái bǐndouh a?	where is (it)?
jáudim	hotel
Màhnwàh Jáudim	Mandarin Hotel
Màhnwàh Jáudim hái bǐndouh a?	Where is the Mandarin Hotel?
Chéng mahn ...?	May I ask ...? polite form used in asking questions, equivalent to English: Could you please tell me ...?
Chéng mahn, Màhnwàh Jáudim hái bǐndouh a?	Could you please tell me where the Mandarin Hotel is?
Bún̂deihyàhn	
bún̂deihyàhn	a native, person belonging to a place by ancestry and upbringing.
-bihn	side
gó bihn	over there, on that side
hái gó bihn	(it) is over there
Nē!	there! an exclamation accompanying pointing out something to somebody.
Nē!-hái gó bihn.	There!--over there.
Yàuhhaak	
táidóu	see [look successfully = see]
táiàhdóu	look, but don't see; don't see.

Deuihmàyjyuh, ngóh táimhdóu.	Excuse me, I don't see it. Over
Gó bihn bīndouh a?	there where?
Búndeihyàhn	
deuimihn	opposite, facing
máhtàuh	pier, wharf
máhtàuh deuimihn	opposite the pier
Tīnsīng Máhtàuh	Star Ferry Pier
Hái Tīnsīng Máhtàuh deuimihn.	It's opposite the Star Ferry Pier.
Yàuhhaak	
gūngsī	department store
yáuh móuh gūngsī a?	is there a department store?
nījógán, (var: jógán)	hereabouts, close by
Nījógán yáuh móuh gūngsī a?	Is there a department store near here?
Búndeihyàhn	
Yáuh.	Yes, there is.
gàan	measure for buildings
Nē - gó bihn yáuh gàan.	There's one over there.
ngàhnhòhng	bank
gó gàan ngàhnhòhng	that bank
gaaklèih	next to, adjacent
Hái gó gàan ngàhnhòhng gaaklèih.	Next to the bank.
Yàuhhaak	
A! Táidóu laak! Mhgòi.	Oh, I see it! Thanks.

B. **Recapitulation:**

Yàuhhaak	
Chéng mahn, Màhnwàh Jáudim	Could you please tell me where
hái bīndouh a?	the Mandarin Hotel is?
Búndeihyàhn	
Nē!--hái gó bihn.	There!--over there.
Yàuhhaak	
Deuimhjyuh, ngóh táimhdóu.	Excuse me, I don't see it.
Gó bihn bīndouh a?	Over there where?

Búndeihyàhn

Hái TÎnsÎng Máhtàuh deuimihn. — **It's opposite the Star Ferry Pier.**

Yàuhhaak

NÎjógán yáuh móuh gūngsÎ a? — **Is there a department store near here?**

Búndeihyàhn

Yáuh. Nē - gó bihn yáuh gàan. Hái gó gàan ngàhnhèhng gaak-lèih. — **Yes, there is. There's one over there. It's next to the bank.**

Yàuhhaak

A! Táidóu laak! M̀hgòi. — **Oh, I see it! Thanks.**

II. NOTES

A. Culture Notes: Restaurants:

In this lesson we introduce two of the many names for different types of restaurants: chāansāt, and chàhlàuh. Chāansāt is the generic term for a restaurant serving Western food. (Western in contrast to Chinese, that is.) chàhlàuh is the word for Cantonese teahouse, mentioned in the notes for Lesson 5. In the teahouse you select what you want to eat from trays of hot snacks that are circulated up and down the aisles of the restaurant by vendor-girls. You don't have to order, just point. Very convenient for beginning language students. Of other names for restaurants, chāantēng refers to restaurants serving Western food. (chāansāt is the generic term, chāantēng is more elegant, used more frequently in restaurant names. Ex: Méih Sām Chāantēng haih gàan chāansāt. 'Maxim's Restaurant is a restaurant serving Western food.)

Restaurants serving Chinese food are called jáugā, jáulàuh, faahndim, choigwún, and faahngwún.

B. Structure Notes

1. Placewords.

Placeword is a name given to expressions which can, as the final element in the sentence, follow the location verb hái. Placewords can occupy the positions of subject, object, and modifier.

There are several different kinds of placewords:

1. Geographic names:

Hèunggóng = Hong Kong

Kéuih yíhgā hái Hèunggóng. = He is in Hong Kong now.

Geographic names may also function as ordinary nouns, though this is not their most common use.

Ex: Bīngo wah yáuh léuhng go Hèunggóng a? — Who says there are two Hong Kongs?

2. Locatives

Locatives are pronouns of place, whose meanings derive from position in relation to another element:

Ex: nīdouh = 'here' [near-place]

in relationship to the speaker = near the speaker

gódouh = 'there' [distant-place]

in relationship to the speaker = distant from the speaker

deuimihn = opposite, facing [facing-face]

in relationship to speaker or other place element: facing the point of reference.

Kéuih hái nīdouh. — He is here.

Kéuih hái gódouh. — He is there.

Kéuih hái deuimihn. — He is facing (this way).

(See BC and Drill 6)

Locatives may be preceded by placeword nouns in modification-head structure.

Ex: Kéuih hái gaaklèih. — He is next door. [adjacent]

Kéuih hái ngàhnhòhng gaaklèih. — He is next door to the bank.

(See BC and Drill 7)

3. Some ordinary nouns double as placewords.

Ex: chàhlàuh = teahouse

a. as an ordinary noun:

Gó gàan chàhlàuh hóu gwai. — That teahouse is very expensive.

b. as a placeword:

Wòhng Sàang hái chàhlàuh.	Mr. Wong is at the tea-house.

(See Drill 2)

4. Nouns and pronouns which are not placewords (cannot follow hái as final element in sentence) form placeword phrases by suffixing a locative or the boundword -douh 'place.'

Ex: Bún syù hái ngóh (nī)douh.	The book is (here) by me.
Bún syù hái Léih Sàang douh.	The book is at Mr. Lee's.
Bún syù hái tói (gó)douh.	The book is (there) on the table.

2. -douh, -syu = placeword formants

-douh 'place,' is a boundform, left-bound to the verb hái, or to one of the specifiers nī/gó/bīn, or to a noun or pronoun to form a place phrase.

Ex: 1. Wòhng Táai hái mhhái douh a?	Is Mrs. Wong at home? or here? or there? [i.e., at the place where the listener is]
Hái douh.	(She) is here.
Mhhái douh.	She's not here.
2. Kéuih hái nīdouh.	She's at this place.
3. Kéuih hái ngóh douh.	She's at my place. (here by me.)

-syu, 'place,' is another boundword of place, which can be substituted for -douh everywhere. In Hong Kong -douh seems favored by most speakers, but -syu is occasionally heard also.

3. hái = location verb, requiring placeword object.

a. hái occurs: (1) as the only verb in the sentence, and

(2) as one verb in a series of verbal expressions.

(1) as the only verb in the sentence:

aff: Kéuih hái Méihgwok.	He's in America.
neg: Kéuih mhhái Méihgwok.	He isn't in America.
q: Kéuih hái mhhái Méihgwok a?	Is he in America?

(See BC and Drills 1, 2, 3, 4)

(2) as one verb in a series of verbal expressions:

aff:	Kéuih hái ūkkéi dáng ngóh.	She's waiting (or waited) for me at home.
neg:	Kéuih mhhái ūkkéi dáng ngóh.	She's not waiting (or didn't wait) for me at home.
q:	Kéuih haih mhhaih hái ūkkéi dáng néih a?	Is she waiting (or did she wait) for you at home?

(See Drill 9)

b. Translation of hái into English

When hái is the only verb in the sentence, it translates into English as the appropriate tense and person of the verb 'be,' with in/on/at/ added as necessary, according to the requirements of English grammar.

Ex: 1.	Kéuih hái méihgwok.	He is/was in	America.
2.	Kéuih hái ūkkéi.	He is/was (at)	home.
3.	Kéuih hái séjihlàuh.	He is/was at	the office.
4.	Kéuih hái gódouh.	He is/was	there.

When hái is one verb in a series of verbs, it translates into English as a preposition-- 'at,' 'on,' or 'in.'

Ex:	Kéuih hái Méihgwok dáng ngóh.	He waited/is waiting for me in America.

4. Placeword yáuh Noun sentence type.

The Placeword yáuh Noun sentence is a form of SVO sentence, with yáuh as 'there is,' 'there are,' 'there exists.'

Ex: aff:	1.	Gaaklèih yáuh (gàan) ngàhnhohng.	Next door there is a bank.
neg:	2.	Gaaklèih móuh ngàhnhòhng.	There's no bank next door.
q:	3.	Gaaklèih yáuh móuh ngàhnhohng a?	Is there a bank next door?

(See BC and Drills 11, 12, 13)

5. Pivotal constructions: PW yáuh SVO

The PW yáuh N sentence can be expanded to PW yáuh SVO, with the S of the SVO standing as the object of the first verb (yáuh) and the subject of the verb which follows it. Such a construction, in which the object of V_1 is the subject of V_2, we call a pivotal construction.

Ex:	Gaaklèih yáuh yàhn sihk faahn.	Next door there are people (or there is someone) eating dinner.

(See Drill 14)

6. -dóu = verb suffix, indicating successful accomplishment of action of the verb.

a. Verbs which take the suffix -dóu include the following:

Verb		V-dóu	
tái	look	táidóu	see [look successfully]
wán	search, look for	wándóu	find [search successfully]
máaih	buy	máaihdóu	buy [i.e. after overcoming obstacles]

b. Illustrative examples:

A. Tái mhtáidóu gó gàan ngàhnhòhng a?	A: Do you see that bank?
B. Táidóu.	B: Yes, I see it.
C. Táimhdóu.	C: No, I don't see it.
A. Nē, hái gó gàan jáudim gaaklèih.	A: There--next to the hotel.
C. A, yihgā táidóu laak.	C: Oh, now I see it.

c. Verb forms of V-dóu:

aff: táidóu

neg: táimhdóu (or mhtáidóu)

q: tái mhtáidóu? (or tái mhtáidākdóu?)

Of the negative forms V-mhdóu is more common, though mhtáidóu also is said. Both question forms are common.

(See BC and Drill 13)

III. DRILLS

1. Expansion Drill: Students point nearby for nīdouh, away for gódouh.

Ex: T: /Ngóh/Néih/Kéuih/	T: I, you, he.
+ S: Ngóh hái nīdouh.	S: I'm here;
+ Néih hái gódouh.	you're there;
Kéuih hái bīndouh a?	where's she?
1. /ngóhdeih/néihdeih/kéuihdeih/	1. Ngóhdeih hái nīdouh; néihdeih hái gódouh; kéuihdeih hái bīndouh a?
2. /Chàhn Sàang/Chàhn Táai/Chàhn Síujé/	2. Chàhn Sàang hái nīdouh; Chàhn Táai hái gódouh; Chàhn Síujé hái bīndouh a?
3. /tìuh fu/gihn sēutsāam/ deui hàaih/	3. Tìuh fu hái nīdouh; gihn sēutsāam hái gódouh; deui hàaih hái bīndouh a?
4. /jí yùhnbāt/jí yùhnjíbāt/ bún syù/	4. Jí yùhnbāt hái nīdouh; jí yùhnjíbāt hái gódouh; bún syù hái bīndouh a?
5. /dī píhnggwó/dī cháang/dī jīu/	5. Dī píhnggwó hái nīdouh; dī cháang hái gódouh; dī jīu hái bīndouh a?

---

2. Conversation Drill: Carry on the suggested conversations following the pattern of the example.

Ex: T: /jáudim/	hotel
S1: Kéuih hái bīndouh a?	Where is (or was) he? /hotel/
S2: Kéuih hái jáudim.	He is (or was) at the hotel.
1. /ngàhnhòhng/	1. S1: Kéuih hái bīndouh a? S2: Kéuih hái ngàhnhòhng.
+ 2. /chāansāt/ (Western restaurant)	2. S1: Kéuih hái bīndouh a? S2: Kéuih hái chāansāt.
+ 3. /chàhlàuh/ (teahouse)	3. S1: Kéuih hái bīndouh a? S2: Kéuih hái chàhlàuh.
4. /jáudim/	4. S1: Kéuih hái bīndouh a? S2: Kéuih hái jáudim.
+ 5. /séjihlàuh/ (office)	5. S1: Kéuih hái bīndouh a? S2: Kéuih hái séjihlàuh.

6. /gūngsī/

6. S1: Kéuih hái bīndouh a?
S2: Kéuih hái gūngsī.

+ 7. /tòuhsyùgwún/ (library)

7. S1: Kéuih hái bīndouh a?
S2: Kéuih hái tòuhsyùgwún.

---

3. Expansion Drill:

Ex: T: Chàhn Táai mhhái ngūkkéi. /chāansāt/

T: Mrs. Chan is not at home.

S: Chàhn Táai mhhái ngūkkéi, hái chāansāt.

S: Mrs. Chan is not at home, she's at the restaurant.

1. Kéuih mhhái tòuhsyùgwún. /gūngsī/
He's not at the library. /department store/

1. Kéuih mhhái tòuhsyùgwún, hái gūngsī.
He's not at the library, he's at the department store.

2. Léih Sàang mhhái gūngsī. /jáudim/

2. Léih Sàang mhhái gūngsī, hái jáudim.

3. Léih Síujé mhhái chāansāt. /séjihlàuh/

3. Léih Síujé mhhái chāansāt, hái séjihlàuh.

4. Chàhn Sàang mhhái séjihlàuh. /chāansāt/

4. Chàhn Sàang mhhái séjihlàuh, hái chāansāt.

+ 5. Màhnwàh Jáudim mhhái Daaih Douh Jùng. /Tīnsīng Màhtàuh deuimihn/
The Mandarin Hotel is not on Queen's Road Central. /opposite the Star Ferry/

5. Màhnwàh Jáudim mhhái Daaih Douh Jùng, hái Tīnsīng Màhtàuh deuimihn.

+ 6. Go chē jaahm mhhái deuimihn. /nī bihn/
The bus stop is not across the street. /this side/

6. Go chē jaahm mhhái deuimihn, hái nī bihn.
The car stop is not across the street, it's on this side.

+ 7. Méihgwok Ngàhnhòhng mhhái nī bihn. /deuimihn/
The Bank of America is not on this side.

7. Méihgwok Ngàhnhòhng mhhái nī bihn, hái deuimihn.
The Bank of America is not on this side, it's in front.

+ 8. Kéuih gàan ngūk mhhái Hèunggóng nī bihn. /Gáulùhng gó bihn/
His house is not here on the Hong Kong side. /there on the Kowloon side/

8. K'uih gàan ngūk mhhái Hèunggóng nī bihn, hái Gáulùhng gó bihn.

9. Hèunggóng chāansāt mhhái gó bihn. /nǐ bihn/
9. Hèunggóng chāansāt mhhái góbihn, hái nǐ bihn.

10. Tīnsīng Máhtàuh mhhái gaaklèih. /deuimihn/
10. Tīnsīng Máhtàuh mhhái gaaklèih, hái deuimihn.

+ 11. Méihgwok Jáudim mhhái (nǐ) jógán. (Jùngwàahn/ The American Hotel is not hereabouts. /Central District/
11. Méihgwok Jáudim mhhái (nǐ) jógán, hái Jùngwàahn.

12. Gó gàan gūngsī mhhái nǐ jógán. /Daaih Douh Jùng/
12. Gó gàan gūngsī mhhái nǐ jógán, hái Daaih Douh Jùng.

Comments: (1) Méihgwok Jáudim, 'American Hotel' is the Hong Kong Hilton, also called 'Hèiyīhdeuhn Jáudim'

(2) (ng)ūk 'house,' is not the one you live in. ngūkkéi, 'home,' 'house one lives in'

---

4. Alteration Drill

Ex: T: Wòhng Sàang hái mhhái ūkkéi a?
T: Is Mr. Wong at home?

S: Wòhng Sàang haih mhhaih hái ūkkéi a?
S: Is Mr. Wong at home?

1. Kéuih hái mhhái séjihlàuh a?
1. Kéuih haih mhhaih hái séjihlàuh a?

2. Chàhn Sīujé bá jē hái mhhái nǐdouh a? Is Miss Chan's umbrella here?
2. Chàhn Sīujé bá jē haih mhhaih hái nǐdouh a?

3. Hòh Táai gihn lāangsāam hái mhhái néih ūkkéi a? Is Mrs. Ho's sweater at your house?
3. Hòh Táai gihn lāangsāam haih mhhaih hái néih ūkkéi a?

Comment: a location question of the choice type may be either hái mhhái Placeword? or haih mhhaih hái Placeword?

---

5. Substitution Drill: Repeat first sentence, then substitute as directed.

1. Méihgwok Jáudim hái bǐndouh a? Where is the American Hotel?
1. Méihgwok Jáudim hái bǐndouh a?

2. /Màhnwàh Jáudim/
2. Màhnwàh Jáudim hái bǐndouh a?

3. /Méihgwok Ngàhnhòhng/	3. Méihgwok Ngàhnhòhng hái bĪndouh a?
4. /Daaih Douh Jùng/	4. Daaih Douh Jùng hái bĪndouh a?
5. /Néih ge séjihlàuh/	5. Néih ge séjihlàuh hái bĪndouh a?
+ 6. /Dākfuh Douh Jùng/ Des Voeux Road Central	6. Dākfuh Douh Jùng hái bĪndouh a?
7. /TĪnsĪng Máhtàuh/	7. TĪnsĪng Máhtàuh hái bĪndouh a?

---

6. Expansion Drill

Ex: T: Làuh Síujé hái nĪdouh. T: Miss Lau is (or was) here.
S: Wòhng Síujé wah ngóh jí Làuh Síujé hái nĪdouh. S: Miss Wong told me Miss Lau was here.

1. Làuh Síujé hái gódouh.	1. Wòhng Síujé wah ngóh jí Làuh Síujé hái gódouh.
2. Làuh Síujé hái nĪ bihn.	2. Wòhng Síujé wah ngóh jí Làuh Síujé hái nĪ bihn.
3. Làuh Síujé hái gó bihn.	3. Wòhng Síujé wah ngóh jí Làuh Síujé hái gó bihn.
4. Làuh Síujé hái deuimihn.	4. Wòhng Síujé wah ngóh jí Làuh Síujé hái deuimihn.
5. Làuh Síujé hái gaaklèih.	5. Wòhng Síujé wah ngóh jí Làuh Síujé hái gaaklèih.
6. Làuh Síujé hái nĪjógán.	6. Wòhng Síujé wah ngóh jí. Làuh Síujé hái nĪ jógán.
+ 7. Làuh Síujé hái mùhnháu. Miss Làuh is at the door. (doorway)	7. Wòhng Síujé wah ngóh jí Làuh Síujé hái mùhnháu.

---

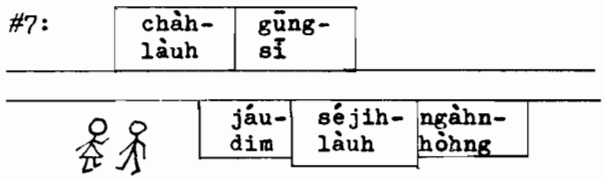
7. Expansion Drill

Ex: T: Gàan ngàhnhòhng hái deuimihn. /chē jaahm/ T: The bank is on the opposite side. /bus stop/
S: Gàan ngàhnhòhng hái chē jaahm deuimihn. S: The bank is opposite the bus stop.

1. Gàan gūngsī hái deuimihn.
   /jáudim/
2. Gàan jáudim hái deuimihn.
   /gūngsī/
3. Gàan ngàhnhòhng hái nī jógán.
   /chē jaahm/
   The bank is near here.
4. Go chē jaahm hái nījógán.
   /ngàhnhòhng/
   The bus stop is nearby. /bank/
5. Gàan gūngsī hái gaaklèih.
   /chāansāt/
   The department store is next door. /restaurant/
6. Gàan chāansāt hái gaaklèih.
   /tòuhsyùgwún/
7. Ngóh ge séjihlàuh hái nībihn.
   /jáudim/
   My office is on this side of the street. /hotel/

1. Gàan gūngsī hái jáudim deuimihn.
2. Gàan jáudim hái gūngsī deuimihn.
3. Gàan ngàhnhòhng hái chē jaahm nī jógán.
   The bank is near the bus stop, here.
4. Go chē jaahm hái ngàhnhòhng nī jógán.
   The bus stop is near the bank.
5. Gàan gūngsī hái chāansāt gaaklèih.
   The department store is next the restaurant.
6. Gàan chāansāt hái tòusyùgwún gaaklèih.
7. Ngóh ge séjihlàuh hái jáudim nī bihn.
   My office is this side of the street, on the side where the hotel is.

Comment on #7:



Ngóh ge séjihlàuh hái jáudim nī bihn. Ngóh, séjihlàuh, and jáudim are all on the same side of the street. Above, in refering to the dept. store, speaker would say: Gūngsī hái chàhlàuh gó bihn. The dept. store is on that side (away from me) where the teahouse is.

8. Response Drill

Ex: T: Méihgwok Jáudim hái bindouh a?
/Daaih Douh Jùng/

T: Where's the Hilton Hotel?

S: Méihgwok Jáudim hái Daaih Douh Jùng.

S: The Hilton Hotel is on Queen's Road Central.

1. Néih ge séjihlàuh hái bīndouh a? /Dākfuh Douh Jùng/
1. Ngóh ge séjihlàuh hái Dākfuh Douh Jùng.

2. Méihgwok Jáudim hái bīndouh a? /Daaih Douh Jùng/
2. Méihgwok Jáudim hái Daaih Douh Jùng.

3. Daaih Douh Jùng hái bīndouh a? /Hèunggóng nī bihn/ on the Hongkong side
3. Daaih Douh Jùng hái Hèunggóng nī bihn.

+ 4. Màhnwàh Jáudim hái bīnbihn a? /deuimihn/ (which side?)
4. Màhnwàh Jáudim hái deuimihn.

5. Tīnsīng Máhtàuh hái bīndouh a? /gó bihn/
5. Tīnsīng Máhtàuh hái gó bihn.

6. Go chē jaahm hái bīndouh a? /ngàhnhòhng deuimihn/
6. Go chē jaahm hái ngàhnhòhng deuimihn.

7. Tòuhsyùgwún hái bīndouh a? /gaaklèih/
7. Tòuhsyùgwún hái gaaklèih.

Comment: People in Hongkong identify places as being 'on the Hongkong side' or 'on the Kowloon side'. Kowloon and Hongkong are on opposite sides of the Hongkong Harbour. Hèunggóng nī bihn 'on the Hongkong side' [Hongkong this side] is said from the standpoint of a person who is on the Hongkong side. To him the Kowloon side would be Gáulùhng gó bihn 'on the Kowloon side' [Kowloon that side].

---

9. Combining Drill

Ex: T: Kéuih hái Méihgwok Jáudim. Kéuih dáng ngóh.
T: He is (or was) at the American Hotel. He is (or was) waiting (or He waited) for me.

S: Kéuih hái Méihgwok Jáudim dáng ngóh.
S: He is (or was) waiting, (or He waited) for me at the American Hotel.

1. Kéuih hái mùhnháu. Kéuih dáng pàhngyáuh.
1. Kéuih hái mùhnháu dáng pàhngyáuh.

2. Kéuih hái Tīnsīng Máhtàuh. Kéuih dáng pàhngyáuh.
2. Kéuih hái Tīnsīng Máhtàuh dáng pàhngyáuh.

3. Jèung Sàang hái Yahtbún. Jàung Sàang gaau Yahtmàhn.
3. Jèung Sàang hái Yahtbún gaau Yahtmàhn.

4. Ngóh hái Hèunggóng. Ngóh hohk Gwóngdùngwá.
4. Ngóh hái Hèunggóng hohk Gwóngdùngwá.

+ 5. Kéuih hái Méihgwok Ngàhnhòhng. Kéuih lóh chín. He withdraws money.
5. Kéuih hái Méihgwok Ngàhnhòhng lóh chín. He's at the Bank of America withdrawing money.

6. Chèuhn Táai hái chē jaahm.
\+ Chèuhn Táai dáng chē.
Mrs. Cheun is waiting for the bus. [vehicle]

6. Chèuhn Táai hái chē jaahm dáng chē.

7. Wòhng Síujé hái Jùnggwok Chàhlàuh.
Wòhng Síujé sihk faahn.

7. Wòhng Síujé hái Jùnggwok Chàhlàuh sihk faahn.

---

10. Expansion Drill

Ex: T: Néih bá jē hái gódouh. /Làuh Táai/

T: Your umbrella is over there. /Mrs. Lau/

S: Néih bá jē hái Làuh Táai gódouh.

S: Your umbrella is there by Mrs. Lau.

1. Jí yùhnbāt hái nídouh. /ngóh/
1. Jí yùhnbāt hái ngóh nídouh.

2. Gihn yúhlāu hái gódouh. /Wòhng Táai/
2. Gihn yúhlāu hái Wòhng Táai gódouh.

3. Ngóh bāau yínjái hái nídouh. /Léih Sàang/
3. Ngóh bāau yínjái hái Léih Sàang nídouh.

4. Tíuh kwàhn hái nídouh. /ngóh/
4. Tíuh kwàhn hái ngóh nídouh.

5. Gihn sāam hái gódouh. /kéuih/
5. Gihn sāam hái kéuih gódouh.

Comment: Nouns and pronouns which do not in themselves have any reference to place, can function in placeword expressions when joined to a following locative.

---

11. Conversation Exercise

Ex: A: Nídouh jógàn yáuh móuh chāansāt a?

A: Is there a western restaurant around here?

B: Yáuh. Deuimihn yáuh gàan.

B: Yes. There's one across the street.

1. A. .....?
1. A. Nídouh jógán yáuh móuh chāansāt a?

B. Yáuh. Gó bihn .....
B. Yáuh. Gó bihn yáuh gàan.

2. A. .....?
2. A. Nídouh jógán yáuh móuh chāansāt a?

B. Yáuh. Gaaklèih .....
B. Yáuh. Gaaklèih yáuh gàan.

3. A. .....?
3. A. Nídouh jógán yáuh móuh chāansāt a?

B. Yáuh. Dāk Fuh Douh Jùng ...	B. Yáuh. Dāk Fuh Douh Jùng yáuh gàan.
4. A. .....?	4. A. Nǐdouh jógán yáuh móuh chāansāt a?
B. Yáuh. Daaih Douh Jùng ...	B. Yáuh. Daaih Douh Jùng yáuh gàan.
5. A. .....?	5. A. Nǐdouh jógán yáuh móuh chāansāt a?
B. Yáuh. Ngàhnhòhng gaaklèih.	B. Yáuh. Ngàhnhòhng gaaklèih yáuh gàan.
6. A. .....?	6. A. Nǐdouh jógán yáuh móuh chāansāt a?
B. Yáuh. Gó gàan gūngsī deuimihn ...	B. Yáuh. Gó gàan gūngsī deuimihn yáuh gàan.

---

12. Substitution Drill: Repeat the first sentence then substitute as directed.

1. Chéng mahn, nǐdouh jógán yáuh móuh gūngsī a? Could you please tell me, is there a department store around here?	1. Nǐdouh jógán yáuh móuh gūngsī a?
2. /chē jaahm/	2. Chéng mahn, nǐ jógán yáuh móuh chē jaahm a?
3. /jáudim/	3. Chéng mahn, nǐdouh jógán yáuh móuh jáudim a?
4. /chāansāt/	4. Chéng mahn, nǐ jógán yáuh móuh chāansāt a?
5. /ngàhnhòhng/	5. Chéng mahn, nǐdouh jógán yáuh móuh ngàhnhòhng a?

---

13. Conversation Drill

Ex: T: /deuimihn/	T: opposite
\+ S1: Néih tái mhtáidóu deuimihn yáuh mēyéh a?	S1: Can you see what there is opposite us?
T: /jáudim/	T: hotel
S2: Deuimihn yáuh gàan jáudim.	S2: Opposite us there's a hotel. or There's a hotel across the street.

1./gaaklèih/	1. A. Néih tái mhtáidóu gaaklèih yáuh mēyéh a?
/gūngsī/	B. Gaaklèih yáuh gàan gūngsī.
2./gódouh/	2. A. Néih tái mhtáidóu gódouh yáuh mēyéh a?
/chāansāt/	B. Gódouh yáuh gàan chāansāt.
3./deuimihn/	3. A. Néih tái mhtáidóu deuimihn yáuh mēyéh a?
/chē jaahm/	B. Deuimihn yáuh go chē jaahm.
4./gaaklèih/	4. A. Néih tái mhtáidóu gaaklèih yáuh mēyéh a?
/ngàhnhòhng/	B. Gaaklèih yáuh gàan ngàhnhòhng.
6./nī bihn/	5. A. Néih tái mhtáidóu nībihn yáuh mēyéh a?
/jáudim/	B. NĪ bihn yáuh gàan jáudim.

---

14. Alteration Drill

Ex: T: Gó go yàhn dá dihnwá. /gódouh/	T: That man is making a phone call/there/
S: Gódouh yáuh go yàhn dá dihnwá.	S: Over there there's a man making a phone call.
1. Gó go yàhn wán néih. /mùhnháu gódouh/	1. Mùhnháu gódouh yáuh go yàhn wán néih. There's a man at the door looking for you.
2. Gó wái sīnsàang dáng chē. /chē jaahm gódouh/	2. Chē jaahm gódouh yáuh wái sīnsàang dáng chē.
3. Gó go Yìnggwokyàhn sihk chāan. /chāansāt gódouh/	3. Chāansāt gódouh yáuh go Yìnggwokyàhn sihk chāan.
+ 4. Gó go Méihgwokyàhn tái syù. /séjihlàuh gódouh/ ([read-book], read) That American is reading.	4. Séjihlàuh gódouh yáuh go Méihgwokyàhn tái syù.
5. Gó go yàhn maaih cháang. /mùhnháu/	5. Múhnháu yáuh go yàhn maaih cháang.
6. Gó go yàhn dá dihnwá. /gó bihn/	6. Gó bihn yáuh go yàhn dá dihnwá.

Comment: Note that in the left hand column sentences above, of the structure: Noun Phrase Verb Phrase, the nouns are

gó go yàhn = that person.

In the right hand column sentences, of the structure: Placeword yáuh Noun Phrase Verb Phrase, the nouns are un-specific:

go yàhn = 'a person'.

This is characteristic of the Placeword yáuh ..... structure.

Compare: (1)	Gó go yàhn hái gó bihn dá dihnwá.	That man is making a phone call over there.
(2)	Gó bihn yáuh go yàhn dá dihnwá.	Over there, there's someone making a phone call.

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

1) yātjáan = dángyātjahn = 'in a little while'

2) wán mhdóu = can't find it, search but not successful

V. SAY IT IN CANTONESE

A. You ask a pedestrian:

1. Could you please tell me where the Star Ferry is?
2. Could you please tell me where the Hilton Hotel is?
3. Is there a car stop around here?
4. Where is the Bank of America?

B. And he responds:

1. There! (pointing) It's over there.
2. There! It's across the street.
3. Yes, there's one opposite the library.
4. The Bank of America is in Central District.

C. You ask a friend:

1. Where is your umbrella?
2. Where is your office?
3. Can you make out (see successfully) what that is across the street?

D. And he replies:

1. It's here.
2. It's on Des Voeux Road Central.
3. Across the street there's a tea-house.

4. Who is over there waiting for you?	4. It's my wife.
5. Where is Mr. Wong's office?	5. It's next to my office.
6. Is Mr. Wong in his office now?	6. No, he's at home.
7. There's a man over there making a phone call-- do you know him?	7. Yes, he's my student.

Vocabulary Checklist for Lesson 10

1. bīnbihn?	PW:	which side?
2. -bihn	bf:	side
3. bīndouh?	QW:	where?
4. búǹdeihyàhn	n:	a native of the place under discussion
5. chāansāt	n/PW:	western style restaurant
6. chàhlàuh	n/PW:	Cantonese style tea-house
7. chē	n:	vehicle: car, bus, or tram
8. chē jaahm	n/PW:	car stop (bus or tram stop)
9. chéng mahn	Ph:	'May I ask...?'
10. Daaih Douh Jùng	PW:	Queen's Road Central
11. Dakfuh Douh Jùng	PW:	Des Veoux Road Central
12. deuimihn	PW:	opposite side
13. -dóu	vs:	verb suffix indicating successful accomplishment of the action of the verb.
14. gàan	m:	M. for buildings
15. gaaklèih	PW:	next door
16. gódouh	PW:	there
17. gó bihn	PW:	over there, on that side
18. gūngsī	n/PW:	department store; office (of a commercial company)
19. hái	v:	location verb, translated as: is in/at/on
20. Hèunggóng	PW:	Hong Kong
21. jaahm	n:	station, stop (as train station, bus stop)
22. jáudim	n/PW:	hotel
23. jógán	PW:	nearby, hereabouts
24. Jùngwàahn	PW:	Central District

25. ló chín	VO:	withdraw money (from bank)
26. máhtàuh	n/PW:	pier
27. Màhnwàh Jáudim	PW:	Mandarin Hotel
28. mahn	v:	ask
29. Méihgwok Jáudim	PW:	'American Hotel,' (in HK, the Hong Kong Hilton)
30. Méihgwok Ngàhnhòhng	PW:	Bank of America
31. mùhnháu	n/PW:	doorway
32. Nē!	ex:	'There!' an exclamation used when pointing out something to someone
33. nībihn	PW:	this side
34. nīdouh	PW:	here
35. nījógán	PW:	closeby, hereabouts
36. ngàhnhòhng	n/PW:	bank
37. ngūk (or ūk)	n/PW:	house
38. séjihlàuh	n/PW:	office
39. táimhdóu	VP:	can't see
40. táidóu	VP:	see [look successfully]
41. tái mhtáidóu?	VP:	can [you] see?
42. tái syù	VO:	read (a book)
43. Tīnsīng Máhtàuh	PW:	Star Ferry Pier
44. tòuhsyùgwún	n/PW:	library
45. ūk (var: ngūk)	n/PW:	house
46. yàhnhaak	n:	tourist

BASIC CONVERSATION

A. Buildup:

(A brother and sister are sharing a taxi to work)

saimúi	younger sister
Saimúi	
mhgeidāk	forgot, forget
daai	carry, take or bring along
mhgeidāk daai chín	forgot to bring money
tim	sentence suffix, indicating taken by surprise
Ngóh mhgeidāk daai chín tim!	I forgot to bring my money!
Aiya! Ngóh mhgeidāk daai chín tim!	Aiya! I forgot to bring my money!
agō	elder brother
Agō	
Mhgányiu--ngóh yáuh.	Never mind--I have (some).

(He hands $3.00 to the driver)

jáaufàan	give back change (give change--return)
jáaufàan sàam hòuh dāk laak	give back 30¢ change that will be all right
Jáaufàam sàam hòuh dāk laak.	Give me 30¢ change, that'll be OK.
sīgēi	driver, cab driver, chauffeur
Sīgēi	
móuhdāk	not have available
Ngóh móuhdāk jáau.	I don't have any change. [don't have (money) available to give change]
sàan ngán	small coins
Néih yáuh móuh sáan ngán a?	Do you have any small coins?
Agō	
Yáuh, yáuh.	Yes, I have.

mhginjó	lose/lost (something), 'nowhere to be seen'
Yí!	exclamation of distress
Yí! Mhginjó gé?	Eh? Disappeared?
A--hái douh.	Oh--they're here.
nàh!	here!
Nàh, nǐdouh chāt hòuhjí.	Here, here's 70¢.

(The two get out of the taxi)

Agō

yuhng	use
Néih yiu chín yuhng.	You'll need some money to use.
je	lend
-jyuh	temporarily, for a short time
jejyuh béi néih	lend to you
Ngóh nǐdouh jejyuh béi néih sín lā.	I'll lend you some (of what I have) here.
Yiu géidō a?	How much do you need?

Saimúi

Sahp mān gau laak.	Ten dollars will be enough.

Agō

baak	hundred
baak mān	hundred dollars
jí	paper. here, paper money, i.e. $ bill
baak mān jí	hundred dollar bill
jèung	measure for bank notes
jèung yāt baak mān jí	a one-hundred-dollar bill
dāk	have only, only have
ja	jē + a = ja
Ngóh dāk jèung yāt baak mān jí ja.	I only have a hundred dollar bill.
cheunghòi	break (a large note for ones of smaller denomination)

Dáng ngóh cheunghòi béi néih lā.	I'll get it changed and give you (the money).

(They stop in at a bank to change the $100 bill. The elder brother addresses a teller:)

Agō

cheunghoi jèung yāt baak mān jí tùhng ngóh	split a hundred dollar bill for me, on my behalf
Mhgòi néih tùhng ngóh cheunghòi jèung yāt baak mān jí lā.	Would you please change a hundred dollar bill for me.

Síujé

dāk	OK, sure
Dāk. Sahp jèung sahp mān jí hóu mhhóu a?	Sure. Are 10 ten's OK?

Agō

Hóu aak.	Fine.

B. Recapitulation:

Saimúi

Aiya! Ngóh mhgeidāk daai chín tim!	Aiya! I forgot to bring my money!
Mhgányiu--ngóh yáuh.	Never mind--I have some.

(He hands $3.00 to the driver)

Jáaufàan sàam hòuh dāk laak.	Give me 30¢ change, that'll be OK.

Sīgēi

Ngóh móuhdāk jáau. Néih yáuh móuh sáan ngán a?	I don't have any change. Do you have any small coins?

Agō

Yáuh, yáuh. Yí! Mhginjó gé? A--hái douh. Nàh, nīdouh chāt hòuhjí.	Yes, I have. Eh? Disappeared? Oh, they're here. Here, here's 70¢.

(They get out of the taxi)

Agō

Néih yiu chín yuhng. Ngóh nīdouh jejyuh béi néih sīn lā. Yiu	You'll need some money to use. I'll lend you some. How much

géidō a?	do you need?
Saimúi	
Sahp mān gau laak.	Ten dollars will be enough.
Agō	
Ngóh dāk jèung yāt baak mān jí ja. Dáng ngóh cheunghòi béi néih lā.	I only have a hundred dollar bill. I'll get it changed and give you (the money).
(They stop in at a bank to change the $100 bill. The elder brother addresses a teller:)	
Agō	
Mhgòi néih tùhng ngóh cheunghòi jēung yāt baak mān jí lā.	Would you please change a hundred dollar bill for me.
Síujé	
Dāk. Sahp jèung sahp mān jí hóu mhhóu a?	Sure. Are ten 10's OK?
Agō	
Hóu aak.	Fine.

II. NOTES

1. sìn, 'first,'

sìn, 'first,' attaches to the end of a clause sentence, or a minor sentence consisting of a timeword, with the implication that something else is to follow.

Ex: 1.	Dáng ngóh ló jí bāt sìn lā.	1. Let me get a pencil first--(and then I can write down the number.)
2.	Ngóh nídouh jejyuh béi néih sìn lā.	2. I'll lend you (some money) first--(and then you can get through the day.)
3.	A: Dāk meih a?	3. A: Ready yet?
	B: Meih--dángjahn sìn lā.	B: Not yet--wait a minute first--(then I'll be ready.)

(See BC)

Students of Mandarin will recall that the Mandarin equivalent of sìn, syān, occupies a different sentence position. In Mandarin syàn comes before the verb, rather than coming at the end of the clause.

Ex: Děng wǒ syān ná (yì) jǐ bǐ lái. Let me first get a pen.

2. Dāk = OK, will do, all right

a. Forms:

aff: dāk	That's OK, that'll do, all right, can do.
neg: m̀hdāk	That's not OK, that won't do, can't.
q: dāk m̀hdāk a?	Will that be all right?
Ex: 1. Ngóh séung yíhgā sihk faahn, dāk m̀hdāk a?	1. I'd like to eat now, OK?
2. M̀hdāk. Yiu dáng yāt-jahn sín.	2. Not OK. We have to wait awhile.
3. Dāk. Sihk faahn lā.	3. Sure. Eat!

(See BC)

b. Dāk joins with laak in the affirmative and meih in the negative and question forms to form fixed phrases:

aff: dāk laak.	It's OK now (change from before) It's ready.
neg: meih dāk	Not OK yet, it's not ready, it's not right yet.
q: dāk meih a?	Is it ready yet? Is it OK yet?
Ex: 1. Ngóh gihn chèuhng-sāam dāk meih a?	Is my dress ready yet?
2. Meih dāk.	Not OK yet.
3. Dāk laak. Néih sihán sín lā.	It's ready. Try it on!

3. Dāk + quantity phrase = have only, get only, obtain only:

dāk in this sense has a quantity phrase as its object, with the implication that the quantity is insufficient. It contrasts with yáuh, 'have,' which does not have the connotation of insufficiency.

1. Ngóh dāk léuhng gihn sēutsāam.	I have only two shirts.
2. Ngóh yáuh léuhng gihn sēutsāam.	I have two shirts.

(See BC and Drill 11)

dāk, as 'have insufficient amount,' is a defective verb--that is, it does not have all three forms: affirmative, negative, and question. It is not used in the negative form, and does not form the choice question regularly:

Forms:

aff:	Dāk jèung yāt baak mān jí.	Have only a $100 bill.
neg:	-- --	-- --
q:	Haih mhhaih dāk jèung yāt baak mān jí a?	Do you have only a $100 bill?

4. yáuhdāk + verb = 'have available to ..V..,' 'have available for .V-ing.'

dāk used between the verb yáuh (or its negative móuh) and a second verb, forms a verb phrase (VP) 'have (or not have) available for .V-ing.'

The basic meaning of dāk in a yáuhdāk V is 'can.'

Ex: aff:	yáuhdāk maaih	have-can-sell, have for sale
neg:	móuhdāk maaih	don't have-available for sale
q:	yáuh móuh dāk maaih a?	are there any available for sale?

(See BC and Drills 7, 8)

5. tìm! sentence suffix indicating that the speaker has been taken by surprise.

tìm! adds the connotation that the situation expressed in the sentence is different from what the speaker expected.

This tìm! perhaps is derived from tìm, 'more,' 'in addition,' which you encountered before in Lesson 4, but differs both in implication and in expressive intonation.

tìm! expressing surprise is a stressed syllable in its sentence, but tìm, 'in addition' does not receive heavy sentence stress. Further, tìm, 'in addition' can be followed by another sentence suffix, but tìm!, expressing surprise, cannot.

Ex: 1.	Joi dáng ngóh géi fānjūng tìm lā.	'Please wait for me a few minutes more.'
2.	Mhgéidāk tìm!	I forgot it! (having just realized it)

(See BC and Drill 3)

6. -dò and -síu phrases of indefinite amounts

a. -dò 'large amount' and -síu 'small amount' combine with preceding hóu- and others to form phrases of indefinite amounts.

Ex:		
1.	hóudò	a lot, many, much
2.	géidò	quite a lot
3.	móuhgéidò	not very much
4.	hóusíu	very little, very few
5.	sèsíu	a little
6.	síusíu	just a little, just a few

b. These -dò/-síu phrases can be used as modifier to a following nominal construction or as head in a nominal construction.

Ex:

as modifier:

Ngóh yáuh hóudò chín. I have a lot of money.

as head:

Kéuih dōu yáuh hóudò. He has a lot too.

c. sèsíu and síusíu modify mass nouns only, directly preceding the noun. As head structures they are used only in connection with mass nouns.

Ex:		
1.	Béi sèsíu tòhng ngóh lā.	Please give me a little sugar.
2.	Béi síusíu tòhng ngóh lā.	Please give me just a tiny bit of sugar.
3.	Sèsíu hóu lā.	A little bit is fine. (Someone asked how much sugar you want in your coffee.)
4.	Síusíu hóu lā.	Just a tiny bit is fine.

d. The following -dò/-síu phrases can modify individual and mass nouns directly:

-dò/-síu	Ind/Mass Noun	
1. hóudò	sēutsāam	1. many shirts; much sugar
2. géidò	tòhng	2. quite a few shirts; quite a bit of sugar
3. móuhgéidò		3. not many shirts; not much sugar
4. (QW) géidō	....?	4. how many shirts?; how much sugar?
5. hóusíu		5. very few shirts; very little sugar

(See Drills 11, 12)

e. The following can precede a Measure (+ Noun):

-dò	M	N	
hóudò	gihn	sēutsāam	many[M] shirts
móuhgéidò	"	"	not many [M] shirts
géidò (& géidō?)	"	"	quite a few [M] shirts (how many [M] shirts?)

7. cheung and cheunghòi 'to change money into smaller denomination'

These both form VO phrases with a following money phrase.

cheung = change into (what you want) (followed by denomination wanted)

cheunghòi = change, i.e., break (a big bill) (followed by denomination held.)

Ex: cheung sahp mān jí = change into $10 bills

cheunghòi jèung sahp mān jí = break a $10 bill

8. Sentence suffix gé

gé represents sentence suffix ge, 'that's the way it is' plus rising intonation for uncertainty and doubt.

Ex: Yí-mhgìnjó gé? Eh? (They're) lost?

(See BC)

III. DRILLS

1. Alteration Drill

Ex: 1. T: Nī go haih cháang làih ge. T: This is an orange.

S: Nàh--nīdouh yáuh go cháang. S: Here--here's an orange.

1. Nī dī haih ngàuhyuhk làih ge.	1. Nàh--nīdouh yáuh dī ngàuh-yuhk.
2. Nī jí haih heiséui làih ge.	2. Nàh--nīdouh yáuh jí heiséui.
3. Nī dī haih tòhng làih ge.	3. Nàh--nīdouh yáuh dī tòhng.
4. Nī go haih pīhnggwó làih ge.	4. Nàh--nīdouh yáuh go pīhnggwó.
5. Nī jèung haih sahp mān jí làih ge.	5. Nàh--nīdouh yáuh jèung sahp mān jí.
+ 6. Nī go haih ńgh hòuhjí ngán làih ge. (ngán = coin)	6. Nàh--nīdouh yáuh go ńgh hòuhjí ngán.
7. Nī go haih yāt mān ngán làih ge.	7. Nàh--nīdouh yáuh go yāt mān ngán.

a. Repeat, in reverse, teacher cueing with yáuh sentences, students responding with haih sentences.

---

2. Substitution Drill

Ex: T: Béi ńgh hòuhjí ngóh. /jáaufàan/ T: Give me 50¢. /give back change/

S: Jáaufàan ńgh hòuhjí ngóh. S: Give me back 50¢ change.

1. Béi sahp mān ngóh. /je/ Give me ten dollars.	1. Je sahp mān ngóh. Lend me ten dollars.
2. Béi jí bāt ngóh. /ló/	2. Ló jí bāt ngóh. Bring me a pen(cil).
3. Béi gihn sēutsāam ngóh. /máaih/	3. Máaih gihn sēutsāam ngóh. Buy me a shirt. (Buy a shirt to give me.)
4. Béi go dihnwá ngóh. /dá/ Give me a phone call. (also: Give me a phone.)	4. Dá go dihnwá ngóh.
+ 5. Béi jèung sahp mān jí ngóh. /wuhn/ Give me a ten-dollar bill. /Change (into)/	5. Wuhn jèung sahp mān jí ngóh. Change (this) into a ten-dollar bill for me. (The speakers is holding small

change and bills that he wants converted into a larger bill.)

Comment: wuhn 'exchange,' 'change (into)' in reference to money, is usually used when you have small denominations that you want to change for larger. When you have a large bill you want to break into smaller denominations you use the verb cheunghòi 'break (a bill into smaller denominations)', 'change.' (See BC). wuhn also means to exchange one currency for another, as exchange HK money for US money.

a. Repeat the above drill as expansion drill thus:

T: Jáaufàan ńgh hòuhjí ngóh.
Give me back 50¢ change.

S: M̀hgòi néih jáaufàan ńgh hòuhjí ngóh lā.
Please give me back 50¢ change.

---

3. Substitution Drill

Ex: T:	M̀hngāamjeuk bo.	It doesn't fit, that's for sure.
S:	M̀hngāamjeuk tím!	It doesn't fit, shucks! (tím here carries the implication that you are disappointed. I like it, but it doesn't fit - shucks.)
1.	Maaihsaai bo.	1. Maaihsaai tím!
+ 2.	M̀hhái douh bo.	((He's) not here.) 2. M̀hhái douh tím! (douh=place)
3.	Chēutjó gāai bo.	3. Chēutjó gāai tím!
4.	M̀hgau chín bo.	4. M̀hgau chín tím!
5.	Tèng m̀hdóu bo. I can't hear it.	5. Tèng m̀hdóu tím!
6.	Wán m̀hdóu bo. (I) can't find (it).	6. Wán m̀hdóu tím!
7.	Dáam̀hdóu bo. I can't reach him by phone. or He can't be reached by phone. (ambiguous as to whether he has no phone or his phone is busy.)	7. Dáam̀hdóu tím!
8.	M̀hgeidāk bo. (I) forgot.	8. M̀hgeidāk tím!

a. Reverse roles, teacher cueing with sentences in right hand column, students responding with those at the left.

---

4. Expansion Drill

Ex: T: Yāt baak mān jí. T: This is a $100 bill.

S: Mhgòi néih cheunghòi jèung yāt baak mān jí ngóh lā! S: Please break this $100 bill for me.

1. /ńgh hòuhjí ngán/ 1. Mhgòi néih cheunghòi go ńgh hòuhjí ngán ngóh lā!
2. /yāt mān ngán/ 2. Mhgòi néih chèunghòi go yāt mān ngán ngóh lā!
3. /sahp mān jí/ 3. Mhgòi néih chèunghòi jèung sahp mān jí ngóh lā!
4. /ńgh mān jí/ 4. Mhgòi néih chèunghòi jèung ńgh mān jí ngóh lā!
5. /ńgh baak mān jí/ 5. Mhgòi néih chèunghòi jèung ńgh baak mān jí ngóh lā!
6. /yāt baak mān jí/ 6. Mhgòi néih chèunghòi jèung yāt baak mān jí ngóh lā!

a. Repeat, teacher writing visual cues ($100, 50¢, etc.) on the blackboard, students responding chèunghòi sentence.

T: Write: $100

S: Mhgòi néih chèunghòi jèung yāt baak mān jí ngóh lā!

---

5. Expansion Drill

Ex: T: Kéuih yámsaai dī heiséui. T: He drank up all the soft drinks.

S: Kéuih yámsaai dī heiséui. Gám, ngóh móuhdāk yám tìm. S: He drank up all the soft drinks. So I don't have any [available to drink], blast it!

1. Kéuih yuhngsaai dī chín. He used up all the money. 1. Kéuih yuhngsaai dī chín. Gám, ngóh móuhdāk yuhng tìm.
2. Kéuih sihksaai dī faahn. 2. Kéuih sihksaai dī faahn. Gám, ngóh móuhdāk sihk tìm.

3. Kéuih lósaai dī chín.

4. Kéuih yámsaai dī gafē.

3. Kéuih lósaai dī chín.
Gám, ngóh móuhdāk ló tìm.

4. Kéuih yámsaai dī gafē.
Gám, ngóh móuhdāk yám tìm.

---

6. Expansion Drill

Ex: 1. T: Yìnggwok yáuh Yahtbún bējáu maaih. /nod/ Méihgwok/

T: In England there is Japanese beer for sale. /nod/America/

S: Méihgwok dōu yáuhdāk maaih.

S: In America also they have it for sale. [America also have-can-sell.]

2. T: Yìnggwok yáuh Yahtbún bējáu maaih. /shake/ Méihgwok/

T: England has Japanese beer for sale. /shake/America/

S: Yìnggwok yáuh Yahtbún bējáu maaih, daahn-haih Méihgwok móuhdāk maaih.

S: England has Japanese beer for sale but in America they don't have it for sale. [America not have-can-sell.]

1. Ngóh yáuh chín yuhng. /nod/ngóh pàhngyáuh/

1. Ngóh yáuh chín yuhng, ngóh pàhngyáuh dōu yauhdāk yuhng.

2. Kéuih yáuh chàh yám. /shake/ngóh/

2. Kéuih yáuh chàh yám, daahn-haih ngóh móuhdāk yám.

3. Chāansāt yáuh chàh yám. /nod/chàhlàuh/

3. Chāansāt yáuh chàh yám, chàhlàuh dōu yáuhdāk yám.

4. Kéuih yáuh yúhlāu jeuk. /shake/Léih Sàang/

4. Kéuih yáuh yúhlāu jeuk, daahnhaih Léih Sàang móuh-dāk jeuk.

5. Hèunggóng yáuh Jùngmàhn syù maaih. /nod/Yahtbún/

5. Hèunggóng yáuh Jùngmàhn syù maaih, Yahtbún dōu yáuh-dāk maaih.

---

7. Follow Drill

Ex: T: Ngóh séung hohk Gwóngdùngwá.	T: I'm thinking of studying Cantonese.
S: Bīndouh yáuhdāk hohk a?	S: Where can one study (it)? [Where have-can-study?]
1. Ngóh séung hohk Gwokyúh.	1. Bīndouh yáuhdāk hohk a?
2. Ngóh yiu dá dihnwá.	2. Bīndouh yáuhdāk dá a?
3. Ngóh séung sihk faahn.	3. Bīndouh yáuhdāk sihk a?
4. Ngóh séung yám gafē.	4. Bīndouh yáuhdāk yám a?
5. Ngóh séung máaih lāangsāam. /maaih/	5. Bīndouh yáuhdāk maaih a?
6. Ngóh séung máaih chē. /maaih/	6. Bīndouh yáuhdāk maaih a?

---

8. Alteration Drill

Ex: T: Gó júng chē, bīndouh yáuhdāk maaih a? /Hèunggóng/	T: That kind of car--where is it available for sale? /Hongkong/
S: Gó júng chē, Hèunggóng yáuh móuhdāk maaih a?	S: That kind of car--is it for sale in Hongkong? or Can you buy that kind of car in Hongkong?
1. Nī júng bīu, bīndouh yáuhdāk maaih a? /Yahtbún/	1. Nī júng bīu, Yahtbún yáuh móuhdāk maaih a?
2. Nī júng pǐhnggwó, bīndouh yáuhdāk maaih a? /Jùnggwok/	2. Nī júng pǐhnggwó, Jùnggwok yáuh móuhdāk maaih a?
3. Nī júng gafē, bīndouh yáuhdāk yám a? /chāansāt/	3. Nī júng gafē, chāansāt yáuh móuhdāk yám a?
4. Nī júng béng, bīndouh yáuhdāk sihk a?/Màhnwàh Jáudim/	4. Nī júng béng, Màhnwàh Jáudim yáuh móuhdāk sihk a?
5. Nī júng bāt, bīndouh yáuhdāk maaih a? /Hèunggóng/	5. Nī júng bāt, Hèunggóng yáuh móuhdāk maaih a?

---

9. Expansion Drill

Ex: T: Jáaufàan ńgh hòuhjí béi ngóh lā. T: Give me back 50¢

S: Jáaufàan ńgh hòuhjí béi ngóh dāk laak. S: It'll be OK to give me back 50¢. (You can keep the rest) [Give me back 50¢, then it will be OK.]

1. M̀hgòi néih wah kéuih jí ngóh m̀hfàanlàih sihk faahn lā.
1. M̀hgòi néih wah kéuih jí ngóh m̀hfàanlàih sihk faahn dāk laak. (i.e. you don't need to do anything further)

2. M̀hgòi néih giu kéuih hái chē jaahm dáng ngóh lā.
2. Giu kéuih hái chē jaahm dáng ngóh dāk laak. (i.e. doesn't need to come all the way to the house)

3. Giu kéuih hái jógán máaih lā.
3. Giu kéuih hái jógán máaih dāk laak. (i.e. doesn't have to go to town)

4. Daai yih baak mān lā.
4. Daai yih baak mān dāk laak.

5. Jejyuh baak lèhng mān béi ngóh lā.
5. Jejyuh baak lèhng mān béi ngóh dāk laak.

6. Béi sáanjí ngóh lā.
6. Béi sáanjí ngóh dāk laak.

7. Ló béi kéuih lā.
7. Ló béi kéuih dāk laak.

8. Yuhng yùhnbāt sé lā.
8. Yuhng yùhnbāt sé dāk laak.

---

10. Response Drill

Ex: 1. T: Néih gau m̀hgau chín máaih bējáu a? /nod/

S: Gau. Ngóh ngāamngāam gau chín máaih.

2. T: Néih gau m̀hgau chín máaih hàaih a? /shake/

S: Mhgau. Ngóh m̀hgau chín máaih.

1. Néih gau m̀hgau chín máaih yùhnbāt a? /nod/
1. Gau. Ngóh ngāamngāam gau chín máaih.

2. Néih gau m̀hgau chín máaih pǐhnggwó a? /shake/
2. M̀hgau. Ngóh m̀hgau chín máaih.

3. Néih gau m̀hgau chín máaih yīnjái a? /nod/
3. Gau. Ngóh ngāamngāam gau chín máaih.

4. Néih gau m̀hgau chín máaih cháang a? /nod/
4. Gau. Ngóh ngāamngāam gau chín máaih.

5. Néih gau m̀hgau chín máaih sēutsāam a? /shake/
5. M̀hgau. Ngóh m̀hgau chín máaih.

6. Néih gau m̀hgau chín máaih hàaih a? /shake/
6. M̀hgau. Ngóh m̀hgau chín máaih.

---

11. Expansion & Substitution Drill

+ Ex: 1. T: Ngóh dāk hóusíu chín. /hóudò/ (very little)
T: I have very little money. /a lot/

S: Ngóh dāk hóusíu chín, daahnhaih kéuih yáuh hóudò.
S: I have very little money, but he has a lot.

2. T: Kéuih yáuh hóudò chín. /hóusíu ja/
T: He has a lot money. /very little/

S: Kéuih yáuh hóudò chín, daahnhaih ngóh dāk hóusíu ja.
S: He has a lot of money, but I have very little.

1. Kéuih yáuh hóudò chín.
+ /móuhgéidò ja/
/not much/
1. Kéuih yáuh hóudò chín, daahnhaih ngóh móuhgéidò ja.
He has a lot of money, but I don't have much.

2. Ngóh móuhgéidò chín.
+ /géidò ga/
/quite a lot/
2. Ngóh móuhgéidò chín, daahnhaih kéuih yáuh géidò ga.
I don't have much money, but he has quite a lot.

3. Kéuih yáuh géidò chín.
/sèsíu ja/
3. Kéuih yáuh géidò chín, daahnhaih ngóh dāk sèsíu ja.

4. Ngóh yáuh sèsíu chín.
/hóudò ga/
/much, a lot/
I have a little money.
4. Ngóh yáuh sèsíu chín, daahnhaih kéuih yáuh hóudò ga.
I have a little money, but he has a lot.

5. Kéuih yáuh hóudò chín.
/hóusíu ja/
5. Kéuih yáuh hóudò chín, daahnhaih ngóh dāk hóusíu ja.

6. Ngóh yáuh hóusíu chín.
/géidò/
6. Ngóh yáuh hóusíu chín, daahnhaih kéuih yáuh géidò ga.

7. Kéuih yáuh géidò chín. /sèsíu ja/ /just a little/
   7. Kéuih yáuh géidò chín, daahnhaih ngóh dāk sèsíu ja.
8. Ngóh yáuh sèsíu chín. /hóudò ga/
   8. Ngóh yáuh sèsíu chín, daahnhaih kéuih yáuh hóudò ga.
9. Kéuih yáuh géidò pàhngyáuh. /móuhgéidò ja/ /not many/
   9. Kéuih yáuh géidò pàhngyáuh, daahnhaih ngóh dāk móuhgéidò ja. He has quite a few friends, but I have not many.
10. Ngóh móuhgéidò pàhngyáuh. /hóudò/ /many, a lot/
    10. Ngóh móuhgéidò pàhngyáuh, daahnhaih kéuih yáuh hóudò.
11. Kéuih yáuh hóudò pàhngyáuh. /hóusíu ja/ /just a few/
    11. Kéuih yáuh hóudò pàhngyáuh, daahnhaih ngóh dāk hóusíu ja.

Comment: 1) ja (pronounced [jə] is a fusion of jē and a, and implies 'not much,' 'merely.'

2) ga is a fusion of final ge, indicating matter-of-fact statement, and final a, the sentence softener. Here ga is pronounced [gə].

---

12. Substitution Drill

Ex: T: Kéuih sihk hóudò ngàuhyuhk ga. /géidò ga/
T: He eats a lot of beef. /quite a lot/

S: Kéuih sihk géidò ngàuhyuhk ga.
S: He eats quite a lot of beef.

1. Kéuih sihk géidò ngàuhyuhk ga. /faahn/
   1. Kéuih sihk géidò faahn ga.
2. Kéuih sihk géidò faahn. /jyùyuhk ga/
   2. Kéuih sihk géidò jyùyuhk.
3. Kéuih sihk géidò jyùyuhk ga. /yám chàh/
   3. Kéuih yám géidò chàh.
4. Kéuih yám géidò chàh. /hóusíu ge ja/
   4. Kéuih yám hóusíu chàh ge ja.
5. Kéuih yám hóusíu chàh ge ja. /bējáu/
   5. Kéuih yám hóusíu bējáu.
6. Kéuih yám hóusíu bējáu. /ngàuhnáaih/
   6. Kéuih yám hóusíu ngàuhnáaih.
7. Kéuih yám hóusíu ngàuhnáaih ge ja. /sihk faahn/
   7. Kéuih sihk hóusíu faahn ge ja.

8. Kéuih sihk hóusíu faahn ge ja. /móuhgéidò/ — 8. Kéuih sihk móuhgéidò faahn.

9. Kéuih sihk móuhgéidò faahn ge ja. /ló chín/ — 9. Kéuih ló móuhgéidò chín ge ja.

---

13. Substitution Drill:

Ex: T: Yí, ngóh jī bāt mhginjó gé. /yùhnbāt/ — S: Yí, ngóh jī yùhnbāt mhginjó gé.

1. Yí, ngóh go bíu mhginjó gé. /sàam/ — 1. Yí, ngóh gihn sàam mhginjó gé.

2. /dáifu/ — 2. Yí, ngóh tìuh dáifu mhginjó gé.

3. /kwàhn/ — 3. Yí, ngóh tìuh kwàhn mhginjó gé.

4. /jē/ — 4. Yí, ngóh bá jē mhginjó gé.

+ 5. /fu ngáhngéng/ (M. + eyeglasses) — 5. Yí, ngóh fu ngáhngéng mhginjó gé.

+ 6. /go ngáhngéngdói/ (eyeglass case) — 6. Yí, ngóh go ngáhngéngdói mhginjó gé.

+ 7. /go sáudói/ ((woman's) handbag) — 7. Yí, ngóh go sáudói mhginjó gé.

8. /gihn dáisāam/ — 8. Yí, ngóh gihn dáisāam mhginjó gé.

---

14. Money Drill: For class practice: teacher writes on the blackboard.

Ex: T: 2 (50¢) — T: 2 50¢ coins

S: Béi léuhng go ńgh hóuhjí ngàn ngóh lā! — S: Please give me 2 50¢ [5 dime] coins.

1. 10 [$ 10] — 1. Béi sahp jèung sahp mān jí ngóh lā!

2. 1 [$ 10] — 2. Béi jèung sahp mān jí ngóh lā!

3. 1 [$ 100] — 3. Béi jèung yāt baak mān jí ngóh lā!

4. 5 [$ 10] — 4. Béi ńgh jèung sahp mān jí ngóh lā!

5.	2	$ 500	5. Béi léuhng jèung ńgh baak mān jí ngóh lā!
6.	5	50¢	6. Béi ńgh go ńgh hòuhjí ngán ngóh lā!
7.	3	10¢	7. Béi sàam go yāt hòuhjí ngán ngóh lā!
8.	10	$1.00	8. Béi sahp go yāt mān ngán ngóh lā!
9.	2	50¢	9. Béi léuhng go ńgh hòuhjí ngán ngóh lā!
10.	10	10¢	10. Béi sahp go yāt hòuhjí ngán ngóh lā!

Comment: jí 'bill', and ngán 'coin', can be omitted from the sentences above without changing meaning or emphasis.

---

15. Money Exchange Drill: For class practice. Teacher writes on blackboard, or holds up actual or pretend money.

Ex: T: 10 $ 10 → 1 $ 100

S1: Nǐdouh yáuh sahp jèung sahp mān (jí).

S1: Here's ten $10 bills.

S2: Ṁhgòi néih wuhn jèung yāt baak mān (jí) ngóh lā!

S2: Please change into a $100 bill for me. [give me.]

1.	5	$1.00 → 1	$ 5.00	1. A. Nǐdouh yáuh ńgh go yāt mān (ngán). Ṁhgòi néih wuhn jèung ńgh mān (jí) ngóh lā!
2.	10	$1.00 → 1	$ 10	2. A. Nǐdouh yáuh sahp go yāt mān (ngán). Ṁhgòi néih wuhn jèung sahp mān (jí) ngóh lā!
3.	5	$ 100 → 1	$ 500	3. A. Nǐdouh yáuh ńgh jèung yāt baak mān (jí). Ṁhgòi néih wuhn jèung ńgh baak mān (jí) ngóh lā!
4.	2	$ 5.00 → 1	$ 10	4. A. Nǐdouh yáuh léuhng jèung ńgh mān (jí). Ṁhgòi néih wuhn jèung sahp mān (jí) ngóh lā!

5. 10 (10¢) → 1 ($1.00)

5. A. Nīdouh yáuh sahp go yāt hòuhjí (ngán).
Mhgòi néih wuhn go yāt mān (ngán) ngóh lā!

6. 2 (50¢) → 1 ($1.00)

6. A. Nīdouh yáuh léuhng go ńgh hòuhjí (ngán).
Mhgòi néih wuhn go yāt mān (ngán) ngóh lā!

16. Money Change Drill: Teacher draws on board, or holds up real or pretend money.

Ex: T: 1 $ 10 10 $ 1.00

S1: Nīdouh yáuh jèung sahp mān (jí).

S1: Here's a $10 bill.

+ S2: Mhgòi néih cheung sahp go yāt mān (ngán) (béi) ngóh lā!

S2: Please change (this) for me into 10 on-dollar coins.

1. 1 [$ 500] → 5 [$ 100]

1. A. Nīdouh yáuh jèung ńgh baak mān jí.

B. Mhgòi néih cheung ńgh jèung yāt baak mān jí ngóh lā!

2. 1 [$ 100] → 10 [$ 10]

2. A. Nīdouh yáuh jèung yāt baak mān jí.

B. Mhgòi néih cheung sahp jèung sahp mān jí ngóh lā!

3. 1 [$ 5.00] → 10 (50¢)

3. A. Nīdouh yáuh jèung ńgh mān jí.

B. Mhgòi néih cheung sahp go ńgh hòuhjí ngán ngóh lā!

4. 1 [$ 10] → 10 ($1.00)

4. A. Nīdouh yáuh jèung sahp mān jí.

B. Mhgòi néih cheung sahp go yāt mān ngán ngóh lā!

Comment: cheung 'change money into smaller denomination' (followed by denomination desired)

17. Number Drill I: Classroom practice.

A. Teacher writes examples on board, calls them out, students listen.

Example:

1. 10	1. sahp
2. 100	2. yāt baak
+ 3. 1000	3. yāt chīn (chīn = thousand)
4. 20	4. yihsahp
5. 200	5. yih baak
6. 2000	6. yih chīn

B. Teacher says number in Cantonese, students write it down. Teacher then writes figure on board. At end of section, teacher points to numbers on board at random, students say them.

1. 40	6. 700	11. 900
2. 80	7. 6000	12. 3000
3. 800	8. 500	13. 600
4. 9000	9. 4000	14. 5000
5. 300	10. 30	15. 100

(answers)

1. seisahp	6. chāt baak	11. gáu baak
2. baatsahp	7. luhk chīn	12. sàam chīn
3. baat baak	8. ńgh baak	13. luhk baak
4. gáu chīn	9. sei chīn	14. ńgh chīn
5. saam baak	10. sàamsahp	15. yāt baak

---

18. Number Drill II: Numbers with final zeroes.

A: Teacher writes example numbers on board, calls them out. Students listen.

Example:

1. 11	= sahpyāt
2. 110	= baak yāt or yāt baak yātsahp
3. 1100	= chīn yāt or yāt chīn yāt baak
4. 21	= yihsahpyāt or yahyāt
5. 210	= yih baak yāt or yih baak yāt sahp

6. 2100 = yih chīn yāt or yih chīn yāt baak

Comment: In numbers with a final zero (or zeroes), the Cantonese favor not calling the measure of the last number, It is of course predictable from the Measure preceding.

B. Teacher says number, students write it down (without looking at book). Teacher then writes figure on board. At end of section, teacher points to numbers on board at random, students say the numbers.

1. 340	9. 880	17. 38
2. 680	10. 480	18. 280
3. 7500	11. 170	19. 85
4. 9900	12. 990	20. 140
5. 440	13. 52	21. 14
6. 78	14. 540	22. 1400
7. 190	15. 180	23. 5900
8. 830	16. 710	24. 460

---

19. Number Drill III: Numbers with internal zeroes.

A. Teacher writes the numbers on the board and calls them out, pointing to them as he does so. Students listen.

Example:

1. 1 = yāt
2. 101 = yāt baak lìhng yāt
3. 1,001 = yāt chīn lìhng yāt
4. 1,010 = yāt chīn lìhng yātsahp
5. 4 = sei
6. 404 = sei baak lìhng sei
7. 4,004 = sei chīn lìhng sei
8. 4,040 = sei chīn lìhng seisahp

Comment: In saying a number, Cantonese marks the presence of an internal zero (or zeroes) by lìhng.

B. Teacher says number, students write it down; teacher then writes figure on blackboard. At end of section, teacher points to numbers on board at random, students say them.

1. 1018	3. 1101	5. 8008
2. 1029	4. 808	6. 8080

7. 209
8. 2029
9. 2008
10. 2202
11. 508
12. 5008
13. 6708
14. 9009
15. 307
16. 708
17. 3303
18. 5804
19. 701
20. 7406
21. 805
22. 908

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to the wordlist below as you listen to the tape.)

Unfamiliar terms, in order of occurrence:

1) oi = here: to have in your possession
2) gàmyaht = today
3) yātjáan = dángyātjahn = 'in a little while'

V. SAY IT IN CANTONESE

A. You say to the person sitting next to you:

1. I forgot to bring money!
2. Do you have enough money to buy beer?
3. I don't have enough money to buy a dozen bottles.
4. What the...? I can't find my glasses.
5. Please break this $10 bill for me.
6. How much is US$10 in Hong Kong dollars?
7. How much is HK$100.00 in American money?
8. Does Hong Kong have that kind of car for sale?
9. You can't buy English beer in Japan--can you buy Japanese beer in England?

B. And he responds:

1. I'll lend you some--how much do you need?
2. I have just enough to buy six bottles, but I'd like to buy a dozen.
3. You want some money, huh?--I'll lend you $20, OK?
4. They're here by me.
5. OK. One five and five ones, is that all right?
6. About $60.00.
7. About $16.60.
8. Sure, you can buy them in H.K. (Hongkong-available-sell)
9. I don't know, probably so.

10. I have very few sweaters, but my younger sister has a lot.
10. Not so! You have quite a lot too!
11. Keep the change! (Don't need to give back.)
11. Thanks.

Vocabulary Checklist for Lesson 11

1.	agō	n:	elder brother
2.	baak	nu:	hundred
3.	cheung	v:	change money into smaller denomination
4.	cheunghòi	v:	split, break up large banknote or coin to exchange for ones of lesser denomination.
5.	chīn	nu:	thousand
6.	daai	v:	carry
7.	daai...heui	v:	take...along
8.	daai...làih	v:	bring...along
9.	dāk	v:	all right, OK, will do
10.	-dāk-	bf:	in yáuhdāk .V. = available, can
11.	dāk...	v:	only have ...
12.	fu	m:	M. for eyeglasses
13.	géidò	Ph:	quite a lot
14.	hái douh	Ph:	(he, she, it, etc.) is here; is at (this) place
15.	hóudò	Ph:	a lot
16.	hóusíu	Ph:	very little
17.	jáau	v:	give change
18.	jáaufàan	v:	give back change
19.	je	v:	lend, borrow
20.	jejyuh	v:	lend or borrow temporarily
21.	jèung	m:	M. for banknotes
22.	jí	n:	banknote; paper
23.	-jyuh	Vsuf:	temporarily, for a short time
24.	mhgeidāk	VP:	forget (not remember)
25.	mhginjó	VP:	lose, lost; 'nowhere to be seen'
26.	móuhdāk .V.	VP:	not have available for .V-ing
27.	móuhgéidò	Ph:	not much, not many

28. Nàh! ex: Here!
29. ngáhngéng n: eyeglasses
30. ngáhngéngdói n: eyeglasses case
31. ngán n: coin
32. sáanngán n: small coins
33. saimúi n: younger sister
34. sáudói n: (woman's) handbag
35. sīgēi n: taxi driver
36. tìm ss: sen. suf. indicating speaker has been taken by surprise.
37. tùhng coV: on behalf of, for
38. wuhn v: in ref. to money, change small denomination for larger one (followed by denomination desired); exchange one currency for another.
39. yáuhdāk VP: have available to $\dot{V}$.., have available for .$\dot{V}$-ing.
40. Yí! ex: exclamation of distress:'Oh-oh!'
41. yuhng v: use; spend (money)

I. BASIC CONVERSATION

A. Buildup:

(Two friends meet at the bus stop)

Chàhn Táai

heui	go
heui bīndouh a?	where are you going?
A, Wòhng Táai, heui bīndouh a?	Ah, Mrs. Wong, where are you going?

Wòhng Táai

Ngóh heui ngàhnhòhng ló chín. Néih nē?	I'm going to the bank to get some money. And you?

Chàhn Táai

hohkhaauh	school
Ngóh heui hohkhaauh.	I'm going to school.

Wòhng Táai

Heui gódouh yáuh mēyéh sih a?	What is it you're going there to do?

Chàhn Táai

néui	daughter
ngóh gó néui	my daughter
jip	meet, fetch, pick up (a person)
heui jip ngóh go néui	go to get my daughter
Ngóh heui jip ngóh go néui.	I'm going to get my daughter.
Kéuih yihgā hái hohkhaauh dáng ngóh.	She's at school now waiting for me.
màhmā	mother
ngóh màhmā	my mother
taam	visit
taam ngóh màhmā	visit my mother
daai kéuih	take/bring him along
Ngóh daai kéuih heui taam ngóh màhmā.	I'm taking her to visit my mother.

Wòhng Táai

jyuh	live
Néih màhmā hái bīndouh jyuh a?	Where does your mother live?

Chàhn Táai

Gáulùhng	Kowloon
Kéuih hái Gáulùhng jyuh.	She lives in Kowloon.
(Mrs. Wong looks down the street and sees a bus coming)	

Wòhng Táai

làih	come
ga chē	a car
A, yáuh ga chē làih laak. Haih mhhaih baat houh a?	Oh, there's a bus [car] coming. Is it a Number 8?
tái mhchíngchó	not see clearly
Ngóh tái mhchíngchó.	I can't see clearly.

Chàhn Táai

Mhhaih baat houh, haih sàam houh.	It's not a Number 8, it's a Number 3.
hauhbihn	in back, behind
Hauhbihn yáuh ga baat houh.	There's a Number 8 behind it.

Wòhng Táai

móuh cho	right! correct! [not have mistake]
A, móuh cho--	Ah, that's right--
sàam houh hauhbihn	behind the Number 3
gànjyuh	follow
Sàam houh hauhbihn gànjyuh yáuh ga baat hauh.	Behind the Number 3, following there is a Number 8.

B. Recapitulation:

Chàhn Táai

A, Wòhng Táai, heui bīndouh a?	Ah, Mrs. Wong, where are you going?

Wòhng Táai

Ngóh heui ngàhnhòhng ló chín. Néih nē?	I'm going to the bank to get some money. And you?

Chàhn Táai

Ngóh heui hohkhaauh.	I'm going to school.

Wòhng Táai	
Heui gódouh yáuh mēyéh sih a?	What is it you're going there for?
Chàhn Táai	
Ngóh heui jip ngóh go néui. Kéuih yihgā hái hohkhaauh dáng ngóh. Ngóh daai kéuih heui taam ngóh māhmā.	I'm going to get my daughter. She's at school now waiting for me. I'm taking her to visit my mother.
Wòhng Táai	
Néih màhmā hái bǐndouh jyuh a?	Where does your mother live?
Chàhn Táai	
Kéuih hái Gáulùhng jyuh.	She lives in Kowloon.
Wòhng Táai	
A, yáuh ga chē làih laak. Haih mhhaih baat houh a? Ngóh tái mhchíngchó.	Oh, there's a bus coming. Is it a Number 8? I can't see clearly.
Chàhn Táai	
Mhhaih baat houh, haih sàam houh. Hauhbihn yáuh ga baat houh.	It's not a Number 8, it's a Number 3. There's a Number 8 behind it.
Wòhng Táai	
A, móuh cho-- Sàam houh hauhbihn gànjyuh yáuh ga baat houh.	At, that's right-- Behind the Number 3, following there's a Number 8.

II. NOTES

A. Culture Notes

1. Greetings.

In Lesson 4 we touched on the matter of differences in the way Americans and Cantonese greet each other. One very common form of greeting between Cantonese who run into each other on the street is Heui bǐndouh a? or Heui bǐn a? 'Where are you going?' This isn't being nosey, it's just a greeting form, just as in English 'How are you?' is a greeting form and doesn't call for a

detailed description of your health. To answer Heui bīndouh a?, you say where you're going, or, if you don't want to tell, simply say Chēut gāai or Heui gāai 'I'm going out' (said as you emerge from your house) or Chēutlàih hàahnghán 'I've come out for a walk' (if you're already out).

Other greetings are Fàan gùng a? (Going to work?' Chēut gāai a? 'You're out?' Fàan hohk a? 'Going to school?' You can respond to all of these by nodding you head, saying an A of assent, and greeting the person by name: A, Hòh Táai!

Around noontime or dinnertime if two acquaintances meet, a common greeting form is Sihk faahn meih a? 'Have you eaten yet?' Responses are: Meih a, néih nē? 'Not yet, and you?' and Sihkjó laak, 'I've eaten.'

2. Counting system of numbering the floors of a building.

The Chinese system of numbering floors of a building is the same as the American system, but different from the British system. The floor above the ground floor is called yih láu [two-storey] in Cantonese, 'the second floor' in American English, and 'the first floor' in British English.

The British system of numbering floors is used in Hong Kong when one speaks English. This, of course, means referring to the floor above the ground floor as the first floor, the floor two storeys up as the second floor, and so on.

Ex: Ngóh jyuh hái sàam láu. — I live on the second floor. (British counting system) I live on the third floor. (American counting system)

(See Drill 2.8)

B. Structure Notes

1. Sentence type: Subordinate clause-primary clause sentence.

In Cantonese sentences, subordinate clauses precede the primary clause.

Ex: Kéuih fàanlàih, mhgòi néih giu kéuih dá dihnwá béi Jèung Táai lā. — When she comes back, please tell her to phone Mrs. Cheung.

The order is fixed. This contrasts with the situation in the English counterpart, in which subordinate-primary clauses are reversible:

Ex:	Subordinate	Primary
	When she comes home	please tell her to call Mrs. Cheung.
or	Primary	Subordinate
	Please tell her to call Mrs. Cheung	when she comes home.

2. Sentence type: Multi-verb sentence.

The term multi-verb sentence refers to single-clause sentences containing a series of verb phrases. Whereas English typically expands a single clause sentence by retaining one principle verb and adding on such adjuncts as prepositional phrases (with me), participles (waiting for me), infinitive phrases (to fetch his girlfriend), adverbial nouns of place (home), Chinese typically expands a simple sentence into a series of verbal expressions, so that an expanded single clause sentence in Chinese has the shape: S + V(O) + V(O) (+ V(O)).

Ex:		
1.	Kéuih hái hohkhaauh dáng ngóh.	He's at school waiting for me [at-school+await-me]
2.	Kéuih je chín béi ngóh.	He lent me money. [lend-money+give-me]
3.	M̀hgòi néih gàn ngóh làih.	Please come with me. Please follow me. [follow-me+come]
4.	Kéuih heui ngàhn-hòhng lóu chín.	He's going to the bank to get some money. [go-bank+get-money]
5.	Kéuih sung ngóh fàan ngūkkéi.	He took me home. [deliver-me+return-home]
6.	Kéuih séung maaih gihn sēutsāam.	He wants to buy a shirt. [wish+buy-shirt]
7.	Kéuih heui tái hei.	He went to see a movie. [go+see-movie]
8.	Kéuih heui Gáuluhng jip néuihpàhngyáuh.	He's going to Kowloon to fetch his girlfriend.
9.	Kéuih jip kéuih go jái heui Gáuluhng tái hei.	He's fetching his son to take him to Kowloon to see a movie. [fetch-son+go-Kowloon+see-movie]

3. Auxiliary verbs.

Auxiliary verbs cannot serve as the only verb in a sentence, but require another verb as their object. The negative and question forms attach to the auxiliary verb.

Ex: séung = be of a mind to..., want to..., think (I'll)...

aff: Ngóh séung sihk faahn. — I think I'll eat dinner.

neg: Ngóh mhséung sihk faahn. — I don't think I'll eat.

q: Séung mhséung sihk faahn a? — Do you want to have dinner?

4. Co-verbs.

There is a category of verb in Cantonese which cannot serve as the only verb in a sentence, and which takes a noun as its object. This category is given the name co-verb (companion verb). A co-verb phrase precedes the verb it is companion to. Co-verbs ordinarily translate into English as prepositions, and the co-verb and its object as a prepositional phrase; but in Cantonese co-verbs are verbs, since they can occur in the three basic verb forms: affirmative, negative, and choice question.

Ex:	Co-V +	Noun object +	Verb	
aff:	Gàn	sīnsàang	góng.	Repeat after the teacher. [Follow-teacher speak.]
neg:	Mhgàn	sīnsàang	góng.	Don't repeat after the teacher.
q:	Gàn mhgàn	sīnsàang	góng a?	(Should we) repeat after the teacher?

(See Drills 11, 12)

5. Verb sequence: Aux V + Co-V + V

Auxiliary verb precedes Co-Verb phrase in a sentence in which both occur:

Ex: Ngóh séung gàn kéuih heui. — I think I'll follow him.

6. tùhng 'with' (Co-V) compared with tùhng 'and' (Cj)

tùhng 'with' and tùhng 'and' both stand between two nouns (N tùhng N), but since otherwise they pattern differently in a sentence, they are classed as different parts of speech.

tùhng 'with' may take negative and question forms as well as the affirmative, and may be preceded by an auxiliary verb. It is therefore a verb. But as it cannot stand as the only verb in a sentence, and requires another verb following its noun object, it is classed as a Co-Verb.

Ex: Ngóh mhséung tùhng Léih Táai heui.	I don't want to go with Mrs. Lee.

tùhng, 'and' does not take the negative and question forms, therefore it cannot be called a verb. It cannot be preceded by an auxiliary verb. It joins two nouns which then act as a compound unit in subject or object position. tùhng, 'and' is classed as a conjunction.

Ex: Léih Táai tùhng ngóh heui. Máh Sàang tùhng Máh Táai mhheui.	Mrs. Lee and I are going. Mr. and Mrs. Ma aren't going.
Làuh Sàang tùhng Làuh Taaitáai mhséung heui.	Mr. and Mrs. Lau don't wish to go.
Ngóh mhsīk Làuh Síujé tùhng kéuih màhmā.	I don't know Miss Lau and her mother.

(See Drills 12.5 and 6)

7. gànjyuh, gàn, 'to follow'

These two are alike in meaning, but different in use. gànjyuh is a full verb, can serve as the only verb in a sentence. gàn is a co-verb, cannot serve as the only verb in a sentence. It is limited to multi-verb sentences in which it precedes another verb. phrase.

Ex: M̀hgòi néih gàn ngóh làih.	Please follow me.
M̀hgòi néih gànjyuh ngóh làih.	Please follow me.
Gànjyuh gó ga chē!	Follow that car!
(-) Gàn gó ga chē!	(doesn't occur)
Gàn (jyuh) gó ga chē heui!	Follow that car!

In the Basic Conversation of this lesson gànjyuh is used as the subject of a clause, the clause itself being predicate in the larger topic: comment sentence:

Subject (topic)	Predicate (Comment)	
	Subject	Predicate
Sàam houh hauhbihn	gànjyuh	yáuh ga baat houh.
[Three-number behind	following	there is [M] eight-number]

'Behind the Number 3 there's a Number 8 following.'

(See Drills 6, 7)

8. sung 'deliver (someone or something),' 'take (someone/something) to destination and leave him/it there.'

sung, 'deliver,' can be the only verb in a sentence, or it can be the verb of a VO expression which is followed by heui or some other verb indicating movement.

Ex: Ngóh sung néih. — I'll see you to your destination.

Ngóh sung dī jáinéui heui taam pàhngyáuh. — I took the children to visit friends.

Gàan gūngsī sung dī yéh làih. — The department store delivered the goods (to speaker's place).

(See Drill 10)

9. daai, 'to bring, take along'

daai, 'bring/take someone/something along' can serve as the only verb in the sentence, usually with an impersonal object:

Ex: Kéuih daai chín. — He's brought money along.

daai can also serve as the verb of a VO expression which is followed by heui or some other verb indicating movement.

Ex: Ngóh daai ngóh go néui heui tái yīsāng. — I'm taking my daughter to see the doctor.

(See BC)

10. jip = 'fetch (someone),' 'meet (someone) and take him someplace else.'

Ex: Ngóh heui Gáuluhng jip ngóh go néui. — I'm going to Kowloon to get my daughter.

Ngóh jip ngóh go néui heui Gáuluhng. — I'm meeting my daughter to take her to Kowloon.

(See BC)

Ordinarily, the grammatical object of jip is a personal noun (jip yàhn = go fetch someone), but the grammatical object can be a vehicle (jip chē = meet the bus [car] and fetch someone away). In such a case the vehicle is the grammatical object but a person is the underlying object.

11. hái phrase in a multi-verb clause.

With most verbs a hái phrase precedes the other verb phrase, but with verbs of thrust (put, place) it follows the other verb phrase, and with verbs of station (live, sit, stand) it can precede or follow the other verb phrase. In all cases hái has a placeword object.

Ex: (before other V)	Kéuih hái chāan-sāt sihk faahn.	He's eating (or he ate) at the restaurant.
(after other V)	Jài dī chàh hái nīdouh.	Put the tea here.
(before or after)	Kéuih hái Géu-luhng jyuh.	He lives (or lived) in Kowloon.
	Kéuih jyuh hái Gáuluhng.	

(See Drill 4)

12. Possessive modification with family names: ngóh màhmā, 'my mother' and others.

Some family names function irregularly with respect to possessive modification, not using either the general possessive ge or the individual measures go and dī between modifier and head noun. In such cases the modifier precedes the noun directly. With other family names either ge or go/dī is required in modification structure; with still other family names filling the ge/go position is optional.

(Examples are on following page)

Ex:

modifier	go/dǐ/ge or /--/	Noun	Eng. equivalents	
ngóh	--	màhmā		mother
néih	--	bàhbā	my / your	father
Léih Táai	--	sīnsāang	Mrs. Lee's	husband
Léih Sàang	--	taaitáai	Mr. Lee's	wife
	/go/dǐ/ge/	jái		son(s)
	go/dǐ/ge/	néui		daughter(s)
	dǐ/ge/	jáinéui		children
	go/dǐ/ge	múi		younger sister
	/-/go/dǐ/ge	sáimúi		younger sister
	/-/go/dǐ/ge	gājē		elder sister
	/-/go/dǐ/ge/	sáilóu		younger brother
	/-/go/dǐ/ge/	agō		elder brother

(See Drill 3)

13. Chinese response to questions negatively phrased.

(You're not going, are you? type):

Negatively phrased questions in Cantonese are tricky from the English speaking student's point of view, because where the English answer would be 'No,' the Cantonese answers seem to be 'yes,' and where the English answer is 'yes,' the Cantonese answer sounds like 'no.'

Ex: 1. A. Néih ūkkéi móuh dihnwá àh. — Your house doesn't have a phone, does it.

B. Haih a. Móuh dihnwá. — That's right. There's no phone. (Idiomatic English answer: No, it doesn't.)

2. A. Kéuih mhfàanlàih sihk aan àh. — He's not coming home for lunch, is he.

B. Móuh cho. Mhfàanlàih. — That's right. He's not coming home. (Idiomatic English answer: No, he's not.)

3. A. Néih ūkkéi móuh dihnwá àh. — You don't have a phone at your house, do you.

B. Mhhaih. Yáuh dihnwá. — Not so! We do have one. (Idiomatic English: Yes, we do.)

4. A. Kéuih m̀hfàanlàih sihk aan àh. — He's not coming home for lunch, is he.

   B. M̀hhaih. Kéuih fàanlàih. — Not so. He is. (Idiomatic English: Yes, he is.)

(See Drill 14)

III. DRILLS

1. Question & Answer Drill

Ex: T: Hèunggóng.
A: Néih hái bīndouh jyuh a?
B: Ngóh hái Hèunggóng jyuh.

1. Gáulùhng.	1. A. Néih hái bīndouh jyuh a? B. Ngóh hái Gáulùhng jyuh.
2. Méihgwok.	2. A. Néih hái bīndouh jyuh a? B. Ngóh hái Méihgwok jyuh.
3. Jùngwàahn.	3. A. Néih hái bīndouh jyuh a? B. Ngóh hái Jùngwàahn jyuh.
4. Hohkhaauh.	4. A. Néih hái bīndouh jyuh a? B. Ngóh hái hohkhaauh jyuh.
5. Hèunggóng.	5. A. Néih hái bīndouh jyuh a? B. Ngóh hái Hèunggóng jyuh.

---

2. Expansion Drill: Repeat after the teacher.

+ 1. a. <u>jái</u>	1. a. <u>son</u>
b. ngóh go jái	b. my son
c. Ngóh go jái heui	c. My son is going
d. Ngóh go jái heui Gáulùhng.	d. My son is going to Kowloon.
e. Ngóh go jái yihgā heui Gáulùhng.	e. My son is going to Kowloon now.
+ 2. a. <u>jáinéui</u>	2. a. <u>children</u> (of a family), <u>sons and daughters</u> (of a family)
b. dī jáinéui	b. the children
c. daai dī jáinéui	c. bring/take the children
d. daai dī jáinéui heui	d. take the children.
e. daai dī jáinéui heui Wòhng Táai douh.	e. take the children to Mrs. Wong's.
+ f. Ngóh <u>sīnsàang</u> daai dī jáinéui heui Wòhng Táai douh. Note the new meaning for <u>sīnsàang</u>: 'husband.'	f. My <u>husband</u> is taking the children to Mrs. Wong's (Though <u>sīnsàang</u> may also mean 'teacher'

		the context usually makes the meaning clear.)
+ 3.	a. jouh	3. a. do
	b. jouh mēyéh	b. do what?
	c. heui Gáulùhng jouh mēyéh a?	c. go to Kowloon to do what?
	d. Kéuih heui Gáulùhng jouh mēyéh a?	d. What is he going to Kowloon to do?
	e. Kéuih heui Gáulùhng taam pàhngyáuh.	e. He's going to Kowloon to see a friend.
+ 4.	a. yīsāng	4. a. doctor
	b. tái yīsāng	b. see a doctor
	c. heui tái yīsāng	c. go to see a doctor
	d. jip kéuih go néui heui tái yīsāng.	d. meet her daughter and go to see the doctor.
	e. Kéuih jip kéuih go néui heui tái yīsāng.	e. She's meeting her daughter to take her to the doctor.
+ 5.	a. ngóh taaitáai	5. a. my wife
	b. tùhng ngóh taaitáai	b. with my wife
	c. tùhng ngóh taaitáai heui	c. go with my wife
	d. mhtùhng ngóh taaitáai heui	d. not go with my wife
	e. Wòhng Táai mhtùhng ngóh taaitáai heui.	e. Mrs. Wong isn't going with my wife.
+ 6.	a. máaih yéh (yéh = things, stuff)	6. a. buy things, do shopping
	b. heui máaih yéh	b. go shopping
	c. bīngo heui máaih yéh a?	c. who is going shopping?
	d. tùhng bīngo heui máaih yéh a?	d. go shopping with whom?
	e. Néih tùhng bīngo heui máaih yéh a?	e. Who are you going shopping with?
7.	a. sih	7. a. affairs, business
+	b. jouh sih	b. work, have a job
	c. hái bīndouh jouh sih a?	c. work where?
	d. Néih hái bīndouh jouh sih a?	d. Where do you work?
	e. Ngóh hái Jùngwàahn jouh sih.	e. I work in the Central District.
+ 8.	a. douh	8. a. road

+	b. Nèihdēun Douh	b. Nathan Road
+	c. Nèihdēun Douh ńgh baak luhk-sahpyih houh (houh = number)	c. Number 562 Nathan Road
	d. Nèihdēun Douh ńgh baak luhk-sahpyih houh sàam láu	d. 562 Nathan Road 3rd floor (2nd floor British counting system)
+	(láu = floor, story of a building)	
	e. Ngóh jyuh hái Nèihdēun Douh ńgh baak luhksahpyih houh sàam láu.	e. I live at 562 Nathan Road, on the 3rd floor.

Comment: In Hongkong, when speaking English, the British system of counting the floors of a building is used: ground floor, 1st floor, 2d floor, etc. In speaking Cantonese, the Chinese (which is also the American) system is used: the ground floor is called 1st floor the floor above the 1st floor is called the 2d floor, etc.

---

3. Substitution Drill: Repeat the first sentence after the techer, then substitute as directed.

1. Ngóh sīnsàang m̀hhái ngūkkéi. My husband is not at home.	1. Ngóh sīnsāang m̀hhái ngūkkéi.
2. /ngóh go jái/	2. Ngóh go jái m̀hhái ūkkéi.
3. /ngóh go néui/	3. Ngóh go néui m̀hhái ūkkéi.
4. /ngóh ge jái/	4. Ngóh ge jái m̀hhái ūkkéi.
5. /ngóh ge jáinéui/	5. Ngóh ge jáinéui m̀hhái ūkkéi.
6. /ngóh ge néui/	6. Ngóh ge néui m̀hhái ūkkéi.
7. /ngóh taaitáai/	7. Ngóh taaitáai m̀hhái ūkkéi.
+ 8. /ngóh bàhbā/	8. Ngóh bàhbā m̀hhái ūkkéi. My father is not at home.
+ 9. /ngóh ge néuihpàhngyáuh/	9. Ngóh ge néuihpàhngyáuh m̀hhái ūkkéi. My girl friend is not at home.
10. /ngóh ge nàahmpàhngyáuh/	10. Ngóh ge nàahmpàhngyáuh m̀hhái ūkkéi. My boy friend is not at home.

---

4. Transformation Drill

Ex: T: Ngóh hái Hèunggóng jyuh. T: I live in Hong Kong.

S: Ngóh jyuh hái Hèunggóng. S: I live in Hong Kong.

1. Ngóh màhmā hái Gáulùhng jyuh. 1. Ngóh màhmā jyuh hái Gáulùhng.
2. Néih hái bīndouh jyuh a? 2. Néih jyuh hái bīndouh a?
3. Ngóh néuihpàhngyáuh hái Hèunggóng jyuh. 3. Ngóh néuihpàhngyáuh jyuh hái Hèunggóng.
4. Kéuih bàhbā hái Yīnggwok jyuh. 4. Kéuih bàhbā jyuh hái Yīnggwok.
5. Gó go yàhn hái douh jyuh. 5. Gó go yàhn jyuh hái douh.

---

5. Expansion Drill

Ex: T: Hòh Sàang heui Gáulùhng. T: Mr. Ho is going to Kowloon.

S: Hòh Sàang heui Gáulùhng jouh mātyéh a? S: What's Mr. Ho going to Kowloon to do? or
What's Mr. Ho going to Kowloon for?

1. Ngóh heui hohkhaauh. 1. Néih heui hohkhaauh jouh mātyéh a?
2. Ngóh sīnsàang heui gaaklèih. 2. Néih sīnsàang heui gaaklèih jouh mātyéh a?
3. Kéuih nàahmpàhngyáuh heui Dāk Fu Douh Jùng. 3. Kéuih nàahmpàhngyáuh heui Dāk Fu Douh Jùng jouh mātyéh a?
4. Léih Sàang néuihpàhngyáuh heui Jùngwàahn. 4. Léih Sàang néuihpàhngyáuh heui Jùngwàahn jouh mātyéh a?
5. Ngóh màhmā heui ngàhnhòhng. 5. Néih màhmā heui ngàhnhòhng jouh mātyéh a?
6. Ngóh bàhbā heui Hèunggóng Chāansāt. 6. Néih bàhbā heui Hèunggóng Chāansāt jouh mātyéh a?

Comment: Note that néuihpàhngyáuh and nàahmpàhngyáuh accept possessive modifiers with or without ge or go:

Ex: Léih Síujé {-, ge, go} nàahmpàhngyáuh Miss Lee's boyfriend

---

6. Transformation Drill

Ex: T: M̀hgòi néih gànjyuh ngóh làih lā. T: Please follow me.

S: M̀hhóu gànjyuh ngóh làih lā. S: Don't follow me, please.

1. M̀hgòi néih gànjyuh kéuih heui lā.
   Please follow him.
   1. M̀hhóu gànjyuh kéuih heui lā.
2. M̀hgòi néih gànjyuh ngóh góng lā.
   Please repeat after me.
   2. M̀hhóu gànjyuh ngóh góng lā.
3. M̀hgòi néih gànjyuh gó ga hāak chē heui lā.
   3. M̀hhóu gànjyuh gó ga hāak chē heui lā.
4. M̀hgòi néih gànjyuh gó go yàhn heui lā.
   4. M̀hhóu gànjyuh gó go yàhn heui lā.
5. M̀hgòi néih gànjyuh ngóh làih lā.
   5. M̀hhóu gànjyuh ngóh làih lā.

---

7. Response Drill

Ex: T: M̀hgòi néih gànjyuh ngóh heui lā. T: Please follow me.

\+ S: Sái m̀hsái gàn néih heui a? S: Should I follow you? [Should I following you, go?]

1. M̀hgòi néih gànjyuh kéuih heui lā.
   1. Sái m̀hsái gàn kéuih heui a?
2. M̀hgòi néih gànjyuh Wòhng Táai heui lā.
   2. Sái m̀hsái gàn Wòhng Táai heui a?
3. M̀hgòi néih gànjyuh gó go Méih-gwokyàhn heui lā.
   3. Sái m̀hsái gàn gó go Méihgwok-yàhn heui a?
4. M̀hgòi néih gànjyuh ngóh màhmā heui lā.
   4. Sái m̀hsái gàn néih màhmā heui a?
5. M̀hgòi néih gànjyuh ngóh pàhng-yáuh làih lā.
   5. Sái m̀hsái gàn néih pàhngyáuh làih a?

Comment: gànjyuh and gàn both mean 'follow' and in some cases may be used interchangeably; but gàn cannot be used as the only verb in a sentence, whereas gànjyuh can.

---

8. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Ngóh heui Yīnggwok. I'm going to England.	1. Ngóh heui Yīnggwok.
2. /ngóh go jái/	2. Ngóh go jái heui Yīnggwok.
3. /tòuhsyùgwún/	3. Ngóh go jái heui tòuhsyù-gwún.
4. /kéuih taaitáai/	4. Kéuih taaitáai heui tòuhsyù-gwún.
5. /séjihlàuh/	5. Kéuih taaitáai heui séjih-làuh.
6. /kéuih sīnsàang/	6. Kéuih sīnsàang heui séjih-làuh.
7. /Méihgwok/	7. Kéuih sīnsàang heui Méihgwok.
8. /ngóh màhmā/	8. Ngóh màhmā heui Méihgwok.

---

9. Conversation Exercise

Ex: A: Hòh Sàang heui bīndouh a?	A: Where is Mr. Ho going?
B: Kéuih heui Gáulùhng.	B: He's going to Kowloon.
A: Heui Gáulùhng jouh mātyéh a?	A: What's he going to do there?
B: Heui máaih yéh.	B: He's going shopping.
A: A, heui máaih yéh.	A: Oh, he's going shopping.
1. A. Wòhng Síujé.....?	1. A. Wòhng Síujé heui bīndouh a?
B. .....Hèunggóng.	B. Kéuih heui Hèunggóng.
A. .....?	A. Heui Hèunggóng jouh mēyéh a?
B. .....taam pàhngyáuh.	B. Heui taam pàhngyáuh.
A.	A. A, heui taam pàhngyáuh.
2. A. Néih taaitáai .....?	2. A. Néih taaitáai heui bīndouh a?
B. .....ngàhnhòhng.	B. Kéuih heui ngàhnhòhng.
A. .....?	A. Heui ngàhnhòhng jouh mēyéh a?
B. .....ló chín.	B. Heui ló chín.
A.	A. A, heui ló chín.

3. A. Néih.....?	3. A. Néih heui bīndouh a?
B. .....Tīnsīng Máhtàuh.	B. Ngóh heui Tīnsīng Máhtàuh.
A. .....?	A. Heui Tīnsīng Máhtàuh jouh mēyéh a?
B. .....jip ngóh ge jáinéui.	B. Heui jip ngóh ge jáinéui.
A.	A. A, heui jip néih ge jáinéui.

Comment: To let the other person know you've been paying attention in English, we have such phrases as 'I see' and 'Is that so?'. On the telephone we signal we're still listening by such phrases as 'unhuh', 'yes', 'I see,' during pauses in the flow of speech from the person at the other end of the phone. A favorite way to signal such information in Cantonese is for the listener to repeat the speaker's last sentence, or a portion of it.

---

10. Question and Answer Drill

+ Ex: T: Néih sung néih go **néui heui bīndouh a? /hohkhaauh/** (Sung = deliver)	T: Where are you taking your daughter? /school/
S: **Ngóh sung ngóh go néui heui hohkhaauh.**	S: **I'm taking my daughter to school.**
1. Néih sung néih go néui heui bīndouh a? /Tīnsīng Máhtàuh/	1. Ngóh sung ngóh go néui heui Tīnsīng Máhtàuh.
2. Néih sung néih go néui heui bīndouh a? /Màhnwàh Jáudim/	2. Ngóh sung ngóh go néui heui Màhnwàh Jáudim.
3. Néih sung néih go jái heui bīndouh a? /Chàhn Yīsāng douh/	3. Ngóh sung ngóh go jái heui Chàhn Yīsāng douh. I'm taking my son to Dr. Chan's.
4. Néih sung néih go jái heui bīndouh a? /hohkhaauh/	4. Ngóh sung ngóh go jái heui hohkhaauh.
5. Néih sung néih go jái heui bīndouh a? /fàan hohk/	5. Ngóh sung ngóh go jái fàan hohk.
6. Néih sung néih ge néuihpàhng-yáuh heui bīndouh a? /fàan gùng/	6. Ngóh sung ngóh ge néuih-pàhngyáuh fàan gùng.
7. Néih sung néih màhmā heui bīn-douh a? /fàan ngūkkéi/	7. Ngóh sung ngóh màhmā fàan ngūkkéi.

Comment: sung 'deliver,' = to accompany someone to a destination and leave him there, contrasts with daai 'take

along,'= take someone along with you and he stays with you.

---

11. Response Drill

+ Ex: T: Néih tùhng bīngo heui máaih yéh a? /Wòhng Síujé/ — T: Who are you going shopping with? /Miss Wong/

S: Ngóh tùhng Wòhng Síujé heui. — S: I'm going with Miss Wong.

1. Néih tùhng bīngo heui sihk faahn a? /ngóh taaitáai/ — 1. Ngóh tùhng ngóh taaitáai heui.
2. Wòhng Sàang tùhng bīngo heui ngàhnhòhng a? /Wòhng Táai/ — 2. Wòhng Sàang tùhng Wòhng Táai heui.
3. Kéuih tùhng bīngo heui tái yīsāng a? /kéuih sīnsàang/ — 3. Kéuih tùhng kéuih sīnsàang heui.
4. Jèung Síujé tùhng bīngo heui yám chàh a? /kéuih bàhbā/ — 4. Jèung Síujé tùhng kéuih báhbā heui.
5. Néih tùhng bīngo làih a? /ngóh màhmā/ — 5. Ngóh tùhng ngóh màhmā làih.

Repeat, as Alteration Drill, thus:

T: Néih tùhng bīngo heui máaih yéh a? /Wòhng Síujé/
Who are you going shopping with? /Miss Wong/

S: Néih tùhng mhtùhng Wòhng Síujé heui maaih yéh a?
Are you going shopping with Miss Wong?

---

12. Transformation Drill

Ex: T: Ngóh tùhng kéuih heui tái yīsāng. — T: I'm going with him to the doctor's.

S: Ngóh mhtùhng kéuih heui tái yīsāng. — S: I'm not going with him to the doctor's.

1. Kéuih daai ngóh heui máaih yéh. — 1. Kéuih mhdaai ngóh heui máaih yéh.
2. Kéuih jip ngóh heui hohkhaauh. — 2. Kéuih mhjip ngóh heui hohkhaauh.
3. Kéuih dáng ngóh sihk faahn. — 3. Kéuih mhdáng ngóh sihk faahn.
4. Ngóh sung kéuih fàan ūkkéi. — 4. Ngóh mhsung kéuih fàan ūkkéi.
5. Ngóh jùngyi tùhng kéuih heui gāai. — 5. Ngóh mhjùngyi tùhng kéuih heui gāai.

I like to go out with him.	I don't like to go out with him.
6. Ngóh tùhng kéuih dōu jùngyi heui gāai. We both like to go out.	6. Ngóh tùhng kéuih dōu mhjùngyi heui gāai. Neither one of us likes to go out.
7. Ngóh gàn kéuih heui Méihgwok.	7. Ngóh mhgàn kéuih heui Méihgwok.
8. Ngóh séung gàn kéuih heui Yahtbún.	8. Ngóh mhséung gàn kéuih heui Yahtbún.
+ 9. Ngóh yiu daai kéuih heui jouh sāam. (jouh sāam = make clothes, have clothes made) I have to take her to have clothes made.	9. Ngóh mhsái daai kéuih heui jouh sāam. I don't have to take her to have clothes made.
10. Kéuih tùhng ngóh heui máaih sáudói.	10. Kéuih mhtùhng ngóh heui máaih sáudói.

---

13. Expansion Drill

Ex: T: Kéuih heui hohkhaauh. /baat dim bun/ T: He's going to school. /8:30/

S: Kéuih baat dim bun heui hohkhaauh. S: He's going to school at 8:30.

1. Kéuih heui sihk faahn. /tùhng ngóh/	1. Kéuih tùhng ngóh heui sihk faahn.
2. Kéuih heui chàhlàuh. /yám chàh/	2. Kéuih heui chàhlàuh yám chàh.
3. Kéuih tùhng kéuih sīnsàang heui Gáulùhng. /mhtùhng/	3. Kéuih mhtùhng kéuih sīnsàng heui Gáulùhng.
4. Kéuih daai kéuih go jái heui tái yīsāng. /daai mhdaai a?/	4. Kéuih daai mhdaai kéuih go jái heui tái yīsāng a?
5. Kéuih heui jip kéuih sīnsàang. /séjihlàuh/	5. Kéuih heui séjihlàuh jip kéuih sīnsàang.
6. Kéuih gàn màhmā heui chāansāt. /yám chàh/	6. Kéuih gàn màhmā heui chāansāt yám chàh.
7. Kéuih sung néuihpàhngyáuh fāan ūkkéi. /kéuih ge/	7. Kéuih sung kéuih ge néuihpàhngyáuh fàan ūkkéi.
8. Kéuih hái chāansāt dáng ngóh. /yíhgā/	8. Kéuih yíhgā hái chāansāt dáng ngóh.

---

14. Response Drill

Ex: 1. T: Kéuih yám gafē àh. T: He's drinking coffee. isn't he.
S: Haih a, yám gafē. S: That's right--drinking coffee.
2. T: Kéuih mhsīk góng Yīngmahn àh. T: She doesn't know how to speak English, does she?
S: Haih a, mhsīk góng. S: That's right; she doesn't.

1. Kéuih chēutjógāai àh. She's gone out, hasn't she.	1. Haih a, chēutjógāai. That's right, gone out.
2. Néih ūkkéi móuh dihnwá àh.	2. Haih a, móuh dihnwá.
3. Hòh Sàang heui yám chàh àh.	3. Haih a, heui yám chàh.
4. Chàhn Síujé séung máaih hàaih àh.	4. Haih a, séung máaih hàaih.
5. Néih sīnsàang mhfàanlàih sihk faahn àh.	5. Haih a, mhfàanlàih sihk faahn.
6. Gó go yàhn hái Méihgwok Ngàhnhòhng jouh sih àh.	6. Haih a, hái Méihgwok Ngàhnhòhng jouh sih.
7. Kéuihdeih heui Gáulùhng máaih yéh àh.	7. Haih a, heui Gáulùhng máaih yéh.
8. Néih mhjùngyi yám bējáu àh.	8. Haih a, mhjùngyi yám bējáu.
9. Kéuih taaitáai heui jip kéuih go néui àh?	9. Haih a, heui jip kéuih go néui.

---

15. Expansion Drill

1. Hauhbihn yáuh go chē jaahm. /Ngóh séjihlàuh/ There's a car stop in back.	1. Ngóh séjihlàuh hauhbihn yáuh go chē jaahm. Behind my office there's a car stop.
+ 2. Chíhnbihn yáuh gàan ngàhnhòhng. /Chàhn Síujé ūkkéi/ (in front; front side)	2. Chàhn Síujé ūkkéi chíhnbihn yáuh gàan ngàhnhòhng. In front of Miss Chan's house there's a bank.
3. Hauhbihn yáuh gàan jáudim. /Hèunggóng Ngàhnhòhng/	3. Hèunggóng Ngàhnhòhng hauhbihn yáuh gàan jáudim.
4. Hauhbihn yáuh gàan gūngsī. /Hèunggóng Chāansāt/	4. Hèunggóng Chāansāt hauhbihn yáuh gàan gūngsī.
5. Chihnbihn yáuh mēyéh a? /Jùnggwok Chàhlàuh/	5. Jùnggwok Chàhlàuh chíhnbihn yáuh mēyéh a?

Comment: chíhnbihn and hauhbihn literally mean 'front side' and 'back side' and are not specific as to whether the positions designated are inside/outside the front/back side. Only very rarely, though, is the meaning unclear in context.

IV: CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

1) bīn? = bīndouh?
2) Mēyéh sih a? = What's the matter?
3) lòh = sen. suf. expressing sympathy
4) ngāamngāam = just now, just on the point of, just
5) Yáuh mēyéh sih a? = What's going on?
6) Móuh mēyéh sih.= Nothing special.
7) ngāamngāam séung heui = just thinking of going
8) yātjáan = in a little while

V. SAY IT IN CANTONESE

A. You say to the person sitting next to you:	B. And he responds:
1. A, Mr. Lau, where are you going?	1. I'm going to work, how about you?
2. I'm going to Kowloon to buy something.	2. I'm going to Kowloon too.
3. Where do you live?	3. I live in the Central District.
4. I'm taking my daughter to see the doctor.	4. Which doctor are you going to?
5. Who are you going shopping with?	5. I'm going with Miss Lee.
6. You don't have a phone at home, do you. (confident that he doesn't)	6. That's right, we don't have one.
7. She doesn't drink alcoholic beverages, does she. (confident that she doesn't.)	7. Not so! She does drink alcoholic beverages.
8. What are you going over to Kowloon to do?	8. I'm going to visit my father.
9. Where is the Number 8 car stop?	9. It's in front of the bank.
10. I can't make out what bus that is over there.	10. Over there where?
11. Your office is behind the Mandarin Hotel, isn't it?	11. No, it's in the vicinity of the Central Market.

12. I take my son to school at eight.
13. Where are you going?
14. I'm going to Kowloon to go shopping.
15. My boy friend is not going shopping with me.
16. Should I follow you?

12. What time does your daughter go?
13. I'm going to my girl friend's house to meet her.
14. Is your boy friend going with you?
15. He told me he wanted to go with you.
16. Yes, please follow me.

Vocabulary Checklist for Lesson 12

1.	bàhbā	n:	father
2.	chíhnbihn	PW:	front (front side)
3.	chíngchó	adj:	clear, vivid, clearly
4.	daai	V/coV:	take/bring (someone/something) along
5.	douh	bf:	road, restricted to use following named road
6.	ga	m:	M. for vehicle
7.	gàn	coV:	follow, come behind
8.	gànjyuh	v:	follow, come behind
9.	Gáulùhng	PW:	Kowloon
10.	hauhbihn	PW:	back (back side); behind
11.	heui	v:	go
12.	hohkhaauh	n/PW:	school
13.	houh	m:	number
14.	jái	n:	son
15.	jáinéui	n:	children (of a family), sons and daughters
16.	jip	v:	meet, fetch, pick up (a person)
17.	jouh	v:	do, work
18.	jouh sāam	vo:	make clothes, have clothes made
19.	jouh sih	vo:	to work, have a job
20.	jyuh	v:	live
21.	làih	v:	come
22.	láu	m:	floor, storey of a building
23.	màhmā	n:	mother
24.	Móuh cho.	Ph:	That's right.

25. nàahmpàhngyáuh n: boy-friend
26. Nèihdēun Douh PW: Nathan Road
27. néui n: daughter
28. néuihpàhngyáuh n: girl-friend
29. sih n: piece of business, affair, matter
30. sīnsàang n: husband
31. sung coV/V: deliver
32. taaitáai n: wife; married woman
33. taam v: to visit
34. tái yīsāng vo: see the doctor
35. tùhng coV: with
36. yéh n: things, stuff
37. yīsāng n: doctor

I. BASIC CONVERSATION

A. Buildup:

Sīgēi

Heui bīndouh a?	Where to?
daaphaak	passenger

Daaphaak

gāai	street
gó tìuh gāai	that street
méng	name
mēyéh méng	what name?
giujouh, or giu	called, be called
giujouh mēyéh méng a?	what's its name?
gó tìuh gāai giujouh mēyéh méng a?	what's the name of that street?
Ngóh mhgeidāk gó tìuh gāai giujouh mēyéh méng.	I don't remember the name of the street.
hàahng	go; walk; drive
yātjihk	straight
Néih yātjihk hàahng sin.	Go straight first.
dou	arrive
wah néih tèng	tell you
Dou gamseuhnghá, ngóh wah néih tèng.	I'll tell you as we go along.
yauh	right
jyun	turn
jyun yauh	turn right
Hái nīdouh jyun yauh.	Turn right here.
jó	left
jyun jó	turn left
gwodī	a little farther on
Gwodī, jyun jó.	Just a little farther on, turn left.

Sīgēi

Haih mhhaih nīdouh a?	Is this the place?

Daaphaak

M̀hhaih--gwodī tìm.	No--still farther.
gwo	pass, cross by
gwo gó̀i gàan	pass a few buildings
jauh	clause connector: then; and
Gwo gó̀i gàan, jauh haih laak.	Pass a few buildings (more) and that's it.
Dou laak!	Arrived! (i.e.: Here it is!)
jósáubihn or jóbihn	left hand side, left side
Hái jósáubihn gó gàan.	It's that building on the left.

Sīgōi

tìhng	stop
tìhng chè	stop the car
hóyíh	be permitted, can
NÍdouh m̀hhóyíh tìhng chè.	You can't stop here.

Daaphaak

(pointing to the driveway:)

yahp-	in
yahpheui	go in
Jyun yahpheui lā.	Turn in (the driveway).
wái	place; seat
paak	park
yáuh wái paak chè	there's a place to park
yahpbihn	inside
Yahpbihn yáuh wái paak chè.	Inside there's a place to park.

(The car goes into the driveway)

Daaphaak

Hóu laak. Hái nÍdouh tìhng chè lā.	OK. Stop here.
M̀hgòi néih dáng jahn--	Please wait--
jauh	immediately, soon
Ngóh jauh fàanlàih.	I'll be right back.

B. Recapitulation:

Sīgēi

Heui bīndouh a? — Where to?

Daaphaak

Ngóh m̀hgeidāk gó tiuh gāai giujouh mēyéh méng. — I don't remember the name of the street.

Néih yātjihk hàahng sin. — Go straight first.

Dou gamseuhnghá, ngóh wáh néih tèng. — I'll tell you as we go along.

Hái nīdouh jyun yauh. — Turn right here.

Gwodī, jyun jó. — Just a little farther on, turn left.

Sīgēi

Haih m̀hhaih nīdouh a? — Is this the place?

Daaphaak

M̀hhaih--gwodī tìm. — No--still farther.

Gwo géi gàan, jauh haih laak. — Pass a few buildings more and that's it.

Dou laak! — Here it is!

Sīgēi

Nīdouh m̀hhóyíh tíhng chè. — You aren't allowed to stop here.

Daaphaak

(pointing to the driveway:)

Jyun yahpheui lā. — Turn in (the driveway).

Yahpbihn yáuh wái paak chè. — Inside there's a place to park.

(The car goes into the driveway:)

Daaphaak

Hóu laak. Hái nīdouh tíhng chē lā. — OK--stop here.

M̀hgòi néih dáng jahn--ngóh jauh fàanlàih. — Please wait--I'll be right back.

II. NOTES

1. (yāt)jihk 'straight,' 'straight-away'

In combination with following heui, the portion yāt can be omitted.

(Yāt)jihk heui lā! go straight.

In combination with following hàahng, yātjihk is preferred:

yātjihk hàahng: go (or walk) straight

(See BC)

(yāt)jihk may have the meaning 'straight-away,' 'without being interrupted or diverted'

Ex: Nī ga chē jihk heui Jùng-wàahn ga. This bus goes straight to the Central District.

2. jauh = (1) ..., then....
(2) immediately

a. jauh in a two-clause sentence = ..., then ....

jauh connects subordinate clause and main clause in a sentence of sequential relationship:

(When or After) A , then B .

As clause connector jauh comes in the second clause (the main clause), following the subject of the clause (if any) and preceding the verb.

Ex: 1. Gwo géi gàan, jauh hàih laak. (After we) pass a few buildings, then there it is.

2. Gwo géi fānjūng, néih jauh hóyíh fàan-làih. After a few minutes pass, you can come back.

(See BC and Drill 10)

b. jauh in a single clause sentence = 'right away, immediately'

In this jauh acts as an adverb, positioned immediately before the verb it concerns:

Ex: Ngóh jauh fàanlàih. I'll be right back.

Ngóh jauh tùhng kéuih fàanlàih. I'll be right back with him. or I'll bring him right back.

Ngóh tùhng kéuih jauh fàanlàih. He and I will be right back.

Ngóh sàam dímjūng jauh fàanlàih. I'll be back at 3 o'clock. (an early hour from the speaker's point of view)

(See BC)

3. hóyíh = 'can,' in the sense of 1) 'permitted to'
2) 'willing and able,' 'can do a favor'

hóyíh is an auxiliary verb, which takes another verb as its object. The colloquial English equivalent is usually 'can,' but it may have one of two different underlying meanings.

a. 'can' in the sense of 'permitted to'

Nīdouh m̀hhóyíh paak chē.	You can't park here. [Here it is not allowed to park]

(See BC and Drills 1, 4)

b. 'can' in the sense of 'can do a favor,' 'able and willing to...' In the negative = 'willing but unable'

1. Ngóh hóyíh je yāt baak mān (béi) néih.	I can lend you $100.
2. Néih hó m̀hhóyíh je yāt baak mān (béi) ngóh a?	Can you lend me $100?
3. Deuim̀hjyuh--ngóh m̀h-hóyíh làih jip néih--yáuh dī sih.	I'm sorry, I can't come get you, I have some work (I have to attend to.)

4. tíhng, 'stop' with hái phrases.

tíhng, 'stop' is one of a group of verbs which a hái phrase can either precede or follow. (See note on hái with verbs of station, p273.)

Hái nīdouh tíhng chē lā.	Here stop. (i.e. Stop here.)

(See BC)

Tíhng hái bīndouh a?	Stop where?

(See Drill 7)

paak, 'park (a car)' also belongs to the group of verbs which a hái phrase can either precede or follow. Abstracting a common characteristic of this group of verbs, we say that they are 'standing still' verbs, or verbs of station. The verbs for stand, sit, lie down, stop, park and others are members of this group.

As for which comes first, the hái phrase or the other verb, it goes according to the Chinese language characteristic of making what you're talking about the subject of the sentence and putting it at the beginning of the sentence. If you're concerned about 'where' you put the hái phrase first; if you're most concerned about stopping,

you put that part first.

(See BC and Drill 7)

5. Sentence suffix la for friendly advice or persuasion.

An imperative sentence with sentence suffix la at mid pitch on the intonation scale adds the connotation of friendly advice or persuasion.

Ex: M̀hhóu fàanjyun tàuh la. Don't turn and go back = Better not turn and go back. (Said as friendly advice rather than command)

(See Drill 12)

6. jó and yauh, 'left' and 'right.'

jó and yauh are boundwords which may be bound to a preceding verb to form a VO phrase, or to a following boundword of place to become a PW, or to a following noun as a modifier.

Ex: VO: jyun jó turn left

PW: jóbihn left side, left, to the left

mod+N: jó sáu left hand

(See BC)

III. DRILLS

1. Expansion Drill

+ 1. a.	fàanjyuntàuh	1. a. turn (the car) around and go back the other way
b.	hái nīdouh fàanjyuntàuh	b. turn around here and go back
c.	hóyíh hái nīdouh fàanjyuntàuh	c. you may turn around and go back here or it is permitted to turn around and go back from here
d.	mhhóyíh hái nīdouh fàanjyuntàuh	d. it's not allowed to turn around and go back here
e.	Hó mhhóyíh hái nīdouh fàanjyuntàuh a?	e. May I turn around and go back here?

Comment: fàanjyuntàuh [return-turn-head] is used when you have overshot the place you intend to go and want to direct the driver to turn the car around and go back.

+ 2. a.	tanhauh	2. a. back up, reverse (a car)
b.	tanhauh lā	b. back up please
c.	tanhauh lā, gódouh yáuh go wái	c. back up, there's a place
d.	tanhauh lā, gódouh hauhbihn yáuh go wái	d. back up, behind us there's a place
e.	Tanhauh lā, gódouh hauhbihn yáuh go wái paak chē.	e. Back up, behind us there's a place to park.
+ 3. a.	Wíhng Ōn Gūngsī	3. a. Wing On Company. (a department store in Hong Kong)
b.	hái Wíhng Ōn Gūngsī	b. at Wing On
c.	hái Wíhng Ōn Gūngsī tíhng chē	c. stop the car at Wing On
d.	mhgòi néih hái Wíhng Ōn Gūngsī tíhng chē lā	d. please stop the car at Wing On
e.	Mhgòi néih hái Wíhng Ōn Gūngsī gwodī tíhng chē lā.	e. Please stop the car a little beyond Wing On.
4. a.	yahpheui	4. a. enter, go in.
b.	jyun yahpheui	b. turn in (there) [turn, go in]
c.	gànjyuh jyun yahpheui.	c. follow (that car) in

d. gànjyuh gó ga chē jyun yahpheui	d. follow that car in [follow that car, turn in]
e. gànjyuh gó ga hāak chē jyun yahpheui	e. follow that black car in [follow that black car there turn in]
f. Gànjyuh chíhnbihn gó ga hāak chē jyun yahpheui.	f. Follow that black car ahead in. or Turn where that black car up there is. [Follow that black car over there, turn in.]
5. a. yáuh wái	5. a. there is space
b. yáuh go wái	b. there is a space
c. yáuh go wái paak chē	c. there is a place to park cars
d. hauhbihn yáuh go wái paak chē	d. in the back there is a place to park cars
e. ga hāak chē hauhbihn yáuh go wái paak chē	e. behind the black car there is a parking place
f. gó ga hāak chē hauhbihn yáuh go wái paak chē	f. behind that black car there is a parking place
g. Nē! Gó ga hāak chē hauhbihn yáuh go wái paak chē.	g. There! Behind the black car there is a parking place.

---

2. Substitution Drill: Repeat the first sentence, then substitute as directed.

1. Hàaih, Yíngmán giujouh mēyéh a? How do you say "shoes" in English?	1. Hàaih, Yíngmán giujouh mēyéh a?
2. /píhnggwó/	2. Píhnggwó, Yíngmán giujouh mēyéh a?
3. /tòhng/	3. Tòhng, Yíngmán giujouh mēyéh a?
4. /bīu/	4. Bīu, Yíngmán giujouh mēyéh a?
5. /jūng/	5. Jūng, Yíngmán giujouh mēyéh a?
6. /gāi/	6. Gāi, Yíngmán giujouh mēyéh a?

7. /gāai/ 7. Gāai, Yìngmán giujouh mēyéh a?

Comment: giu may substitute for giujouh in all sentences above.

---

3. Response Drill

Ex: 1. T: Gó gàan gūngsī giu mēyéh méng a? /Wíhng Ōn Gūngsī/ T: What's the name of that department store? /Wing On Company/

S: Giujouh Wíhng Ōn Gūngsī. S: It's called the Wing On Company.

2. T: Gó gàan gūngsī giu mēyéh méng a? /shake/ T: What's the name of that department store? /shake/

S: Deuimhjyuh, ngóh mhjīdou giujouh mēyéh méng. S: Excuse me, I don't know what it's called.

1. Gaaklèih gàan chàhlàuh giu mēyéh méng a? /shake/ 1. Deuimhjyuh, ngóh mhjīdou giujouh mēyéh méng.

2. Jógán gó gàan ngàhnhòhng giu mēyéh méng a? /Méihgwok Ngàhnhòhng/ 2. Giujouh Méihgwok Ngàhnhòhng.

3. Gó bihn gàan jáudim giu mēyéh méng a? /Màhnwàh Jáudim/ 3. Giujouh Màhnwàh Jáudim.

4. Daaih Douh Jùng gó gàan chāansāt giu mēyéh méng a? /shake/ 4. Deuimhjyuh, ngóh mhjīdou giujouh mēyéh méng.

5. Deuimihn go máhtàuh giu mēyéh méng a? /Tīnsīng Máhtàuh/ 5. Giujouh Tīnsīng Máhtàuh.

6. Nī tìuh gāai giu mēyéh méng a? /Daaih Douh Jùng/ 6. Giujouh Daaih Douh Jùng.

7. Gó gàan gūngsī giu mēyéh méng a? /shake/ 7. Deuimhjyuh, ngóh mhjīdou giujouh mēyéh méng.

a. Repeat: Omitting 'méng' in question and answer.

---

4. Alteration Drill

Ex: T: M̀hgòi néih hái nīdouh tǐhng chē lā. T: Please stop (the car) here.

S: Hó m̀hhóyíh hái nīdouh tǐhng chē a? S: May one stop here? or Is it permitted to stop here?

1. M̀hgòi néih gwodī jyun jó lā.	1. Hó m̀hhóyíh gwodī jyun jó a?
2. M̀hgòi néih jyun yahpheui lā.	2. Hó m̀hhóyíh jyun yahpheui a?
+ 3. M̀hgòi néih jyun yahp yauhsáubihn lā. (yauhsáubihn = right hand side) Please turn in on the right hand side.	3. Hó m̀hhóyíh jyun yahp yauhsaubihn a?
4. M̀hgòi néih hái nīdouh jyun yahp heui lā.	4. Hó m̀hhóyíh hái nīdouh jyun yahp heui a?
5. M̀hgòi néih tanhauh lā.	5. Hó m̀hhóyíh tanhauh a?

---

5. Substitution Drill: Students gesture where appropriate. Repeat first sentence, then substitute as directed.

1. Nīdouh m̀hhóyíh jyun yauh. It's not allowed to turn to the right here.	1. Nīdouh m̀hhóyíh jyun yauh.
+ 2. diuhtàuh (turn around (a car))	2. Nīdouh m̀hhóyíh diuhtàuh.
3. jyun yahpheui	3. Nīdouh m̀hhóyíh jyun yahpheui.
4. tanhauh	4. Nīdouh m̀hhóyíh tanhauh.
5. yāt jihk heui	5. Nīdouh m̀hhóyíh yāt jihk heui.
6. jyun jó.	6. Nīdouh m̀hhóyíh jyun jó.

Comment: Compare word order of:

1. Nīdouh m̀hhóyíh jyun jó.
2. M̀hhóyíh hái nīdouh jyun jó.
3. Hái nīdouh m̀hhóyíh jyun jó.

} You can't turn left here.

These are interchangeable. Note absence of hái before nīdouh in first sentence. Omission of hái before PW is permitted when PW begins the sentence.

---

6. Substitution Drill: Repeat the first sentence, then substitute as directed.

1. Yiu hái nǐdouh tanhauh. (We) want to back up here. or Back up here.	1. Yiu hái nǐdouh tanhauh.
2. m̀hsái	2. M̀hsái hái nǐdouh tanhauh.
3. diuhtàuh	3. M̀hsái hái nǐdouh diuhtàuh.
4. yīu	4. Yiu hái nǐdouh diuhtàuh.
5. jyun yahpheui	5. Yiu hái nǐdouh jyun yahpheui.
6. hóyíh	6. Hóyíh hái nǐdouh jyun yahpheui.
7. jyun yauh	7. Hóyíh hái nǐdouh jyun yauh.
8. hóu m̀hhóu	8. Hóu m̀hhóu hái nǐdouh jyun yauh a? Is it OK to turn right here?
9. yātjihk heui	9. Hóu m̀hhóu hái nǐdouh yātjihk heui a?
10. fàanjyun tàuh	10. Hóu m̀hhóu hái nǐdouh fàanjyuntàuh a?

---

7. Response Drill: Students gesture where appropriate.

Ex: T: Tǐnsǐng Máhtàuh T: Star Ferry
S1: Tǐhng hái bǐndouh a? S1: Where should I stop?
S2: Tǐhng hái Tǐnsǐng Máhtàuh lā. S2: Stop at the Star Ferry.

1. Tǐhng hái bǐndouh a? /Màhnwàh Jáudim mùhnháu/	1. Tǐhng hái Màhnwàh Jáudim mùhnháu lā.
2. Tǐhng hái bǐndouh a? /Wǐhng Ōn Gūngsī deuimihn/	2. Tǐhng hái Wǐhng Ōn Gūngsī deuimihn lā.
3. Tǐhng hái bǐndouh a? /Méihgwok Ngàhnhòhng gaaklèih/	3. Tǐhng hái Méihgwok Ngàhnhòhng gaaklèih lā.
4. Tǐhng hái bǐndouh a? /Jùnggwok Chàhlàuh chǐhnbihn/	4. Tǐhng hái Jùnggwok Chàhlàuh chǐhnbihn lā.
5. Tǐhng hái bǐndouh a? /tòuhsyùgwún mùhnháu/	5. Tǐhng hái tòuhsyùgwún mùhnháu lā.
6. Tǐhng hái bǐndouh a? /Tǐnsǐng Máhtàuh gwodǐ/	6. Tǐhng hái Tǐnsǐng Màhtàuh gwodǐ lā.

7. Tíhng hái bīndouh a? /Méihgwok Jáudim yauhsáubihn/ — 7. Tíhng hái Méihgwok Jáudim yauhsáubihn lā.

8. Tíhng hái bīndouh a? /ngàhnhòhng yauhbihn/ (right side) — 8. Tíhng hái ngàhnhòhng yauhbihn lā.

Comment: Tíhng, 'stop' is one of a group of verbs which accepts a hái phrase in either pre-verb position or post-verb position.

Ex: A: Tíhng hái bīndouh a?
Hái bīndouh tíhng a? } Where should I stop?

B: Tíhng hái Tīnsīng Máhtàuh lā.
Hái Tīnsīng Máhtàuh tíhng lā. } Stop at the Star Ferry.

---

8. Substitution Drill: Repeat the first sentence, then substitute as directed.

1. Jùnggwok Chàhlàuh gwodī, jyun yauh.
A little beyond the China Teahouse, turn right. — 1. Jùnggwok chàhlàuh gwodī, jyun yauh.

2. jyun jó — 2. Jùnggwok Chàhlàuh gwodī, jyun jó.

3. chē jaahm — 3. Chē jaahm gwodī, jyun jó.

4. jyun yauh — 4. Chē jaahm gwodī, jyun yauh.

5. Hèunggóng Chāansāt — 5. Hèunggóng Chāansāt gwodī, jyun yauh.

6. Màhnwàh Jáudim — 6. Màhnwàh Jáudim gwodī, jyun yauh.

7. Dāk Fuh Douh — 7. Dāk Fuh Douh gwodī, jyun yauh.

8. hohkhaauh — 8. Hohkhaauh gwodī, jyun yauh.

9. Daaih Douh Jùng — 9. Daaih Douh Jùng gwodī, jyun yauh.

10. jyun jó — 10. Daaih Douh Jùng gwodī, jyun jó.

a. Do #1-4 as expansion drill, incorporating hàahngdou 'walk to, go to,' thus:

T: Jùnggwok Chàhlàuh gwodī, jyun yauh. — A little beyond the China Teahouse, turn right.

S: Hàahngdou Jùnggwok Chàhlàuh gwodī, jyun yauh. — Go a little beyond the China Teahouse, and turn right.

Note that hàahng is not limited to the meaning 'walk,' but is used as a verb of locomotion for cars as well.

---

9. Expansion Drill: Students should gesture to indicate directions.

Ex: T: Wíhng Ōn Gūngsī gwodī, jyun jó.	T: Turn left a little beyond Wing On Department Store.
S: Wíhng Ōn Gūngsī gwodī, jyun jó, m̀hhaih jyun yauh.	S: Turn left a little beyond Wing On Department Store; not right.
1. Méihgwok Ngàhnhòhng gwodī, jyun jó.	1. Méihgwok Ngàhnhòhng gwodī, jyun jó, m̀hhaih jyun yauh.
2. Chē jaahm gwodī, jyun yauh.	2. Chē jaahm gwodī, jyun yauh, m̀hhaih jyun jó.
3. Jùnggwok Chàhlàuh gwodī, jyun yauh.	3. Jùnggwok Chàhlàuh gwodī, jyun yauh, m̀hhaih jyun jó.
4. Hèunggóng Chāansāt gwodī, jyun jó.	4. Hèunggóng Chāansāt gwodī, jyun jo, m̀hhaih jyun yauh.
5. Màhnwàh Jáudim gwodī, jyun yauh.	5. Màhnwàh Jáudim gwodī, jyun yauh, m̀hhaih jyun jó.

---

10. Substitution Drill: Repeat first sentence, then substitute as directed.

1. Gwo léuhng go chē jaahm, jauh haih laak. Pass two bus stops, and there you are.	1. Gwo léuhng go chē jaahm, jauh haih laak.
2. yāt tíuh gāai	2. Gwo yāt tíuh gāai, jauh haih laak.
3. sàam go chē jaahm	3. Gwo sàam go chē jaahm, jauh haih laak.
4. léuhng gàan gūngsī	4. Gwo léuhng gàan gūngsī, jauh haih laak.
5. léuhng tíuh gāai	5. Gwo léuhng tíuh gāai, jauh haih laak.
6. yāt gàan	6. Gwo yāt gàan, jauh haih laak.
7. géi gàan	7. Gwo géi gàan, jauh haih laak.

---

11. Response Drill

Ex: T: Kéuih hái bīn gàan chàhlàuh a? /gaaklèih/	Which teahouse is he in? /next door, adjacent/
S: Kéuih hái gaaklèih gó gàan.	He's in the one next door.
1. Kéuih hái bīn gàan ngàhnhòhng a? /deuimihn/	1. Kéuih hái deuimihn gó gàan.
2. Néih heui bīn gàan gūngsī a? /chìhnbihn/	2. Ngóh heui chìhnbihn gó gàan.
3. Néih màhmā hái bīn gàan séjih-làuh a? /yauhbihn/	3. Ngóh màhmā hái yauhbihn gó gàan.
4. Néih séung heui bīn gàan chāansāt a? /nī bihn/	4. Ngóh séung heui nī bihn gó gàan.
5. Kéuih hái bīn gàan hohkhaauh a? /jósáubihn/	5. Kéuih hái jósáubihn gó gàan.

Comment: Compare the structure and meaning above with one you have studied previously:

1. Kéuih hái gaaklèih gó gàan chàhlàuh.
   He's at the teahouse next door. [next-door teahouse]
2. Kéuih hái gó gàan chàhlàuh gaaklèih.
   He's next door to the teahouse.

---

12. Transformation Drill: Affirmative to Negative.

Ex: T: Kéuih heui TĪnsĪng Máhtàuh.	T: He's going to the Star Ferry.
S: Kéuih mhheui TĪnsĪng Máhtàuh.	S: He's not going to the Star Ferry.
1. Kéuih jip ngóh heui tái yīsāng.	1. Kéuih mhjip ngóh heui tái yīsāng.
2. Hái nīdouh hóyíh tanhauh.	2. Hái nīdouh mhhóyíh tanhauh.
3. Ngóh yáuh sahp mān.	3. Ngóh móuh sahp mān.
4. Ngóh gau chín máaih bīu.	4. Ngóh mhgau chín máaih bīu.
5. Chàhn Táai deui hàaih géi leng.	5. Chàhn Táai deui hàaih mhhaih géi leng.
6. Wòhng Sàang jùngyi tùhng ngóh bàhbā heui yám chàh.	6. Wòhng Sàang mhjùngyi tùhng ngóh bàhbā heui yám chàh.
+ 7. Sihk yĪn lā!	7. Mhhóu sihk yĪn la! (friendly advice)

8. Wòhng Táai tùhng ngóh màhmā hóu jùngyi jouh sāam.
8. Wòhng Táai tùhng ngóh màhmā mhjùngyi jouh sāam.

9. Ngóh táidóu Léih Síujé hái deuimihn gàan chàhlàuh.
9. Ngóh táimhdóu Léih Síujé hái deuimihn gàan chàhlàuh.

10. Fàanjyun tàuh lā!
10. Mhhóu fàanjyun tàuh la. or Mhsái fàanjyun tàuh la.

Comment: in #7 and #10 above note that the sentence suffix on the negative sentences is la and not lā. The mid-pitched final la gives the imperative sentence a connotation of friendly advice, contrasting to the high pitch lā, polite but more urgent.

---

13. Transformation Drill: Change the sentence from a question-word question to a choice type question, following the pattern of the example.

Ex: T: BĪn tìuh haih Dāk Fuh Douh Jùng a?
T: Which street is Des Voeux Central?

S: NĪ tìuh haih mhhaih Dāk Fuh Douh Jùng a?
S: Is this Des Voeux Road Central?

1. BĪn gàan haih Jùnggwok Ngàhnhòhng a?
1. NĪ gàan haih mhhaih Jùnggwok Ngàhnhòhng a?

2. BĪn gàan haih Wíhng Ōn Gūngsī a?
2. NĪ gàan haih mhhaih Wíhng Ōn Gūngsī a?

3. BĪn gàan haih Méihgwok Jáudim a?
3. NĪ gàan haih mhhaih Méihgwok Jáudim a?

4. BĪn tìuh haih Daaih Douh Jùng a?
4. NĪ tìuh haih mhhaih Daaih Douh Jùng a?

5. BĪn gàan haih Màhnwàh Jáudim a?
5. NĪ gàan haih mhhaih Màhnwàh Jáudim a?

---

14. Substitution Drill: Repeat the first sentence, then substitute as directed.

1. Chíhnbihn yáuh móuh wái paak chē a?
Is there a place to park the car in front?
1. Chíhnbihn yáuh móuh wái paak chē a?

2. /yahpbihn/
2. Yahpbihn yáuh móuh wái paak chē a?

3. /deuimihn/
3. Deuimihn yáuh móuh wái paak chē a?

4. /mùhnháu/	4. Mùhnháu yáuh móuh wái paak chē a?
5. /gaaklèih/	5. Gaaklèih yáuh móuh wái paak chē a?
6. /nǐjógán/	6. Nǐjógán yáuh móuh wái paak chē a?
7. /jóbihn/	7. Jóbihn yáuh móuh wái paak chē a?
8. /yauhbihn/	8. Yauhbihn yáuh móuh wái paak chē a?

---

15. Response Drill:

+ Ex: T: Néih sīk mhsīk jà chē a? /mhsīk/	Do you know how to drive? [drive car] /not know how/
S: Ngóh mhsīk jà chē.	I don't know how to drive.
1. Bīngo gaau néih jà chē ga? /Hòh Sàang/	1. Hòh Sàang gaau ngóh jà chē ge.
2. Hèunggóng yáuh móuh hohkhaauh gaau jà chē ga? /dāk géi gàan...ge ja/	2. Hèunggóng dāk géi gàan hohkhaauh gaau jà chē ge ja.
3. Néih hái bīndouh hohk jà chē ga? /Gáulùhng/	3. Ngóh hái Gáulùhng hohk jà chē ge.
4. Nī tìuh gāai hó mhhóyíh hohk jà chē ga? /mhhóyíh bo/++ Is this a street that you can learn to drive on?	4. Nī tìuh gāai mhhóyíh hohk jà chē bo.
5. Néih jùngyi jà bīn gwok ge chē a? /Méihgwok chē/ Which country's cars do you like to drive?	5. Ngóh jùngyi jà Méihgwok chē.
6. Néih jùng mhjùngyi jà chē a? /mhhaih géi jùngyi ge ja/	6. Ngóh mhhaih géi jùngyi jà chē ge ja.

++ Access to some streets in Hong Kong is prohibited to learner drivers.

---

16. Expansion Drill

Ex: T: M̀hgòi néih, faaidÍ lā! /jà/ T: Faster please. /drive/

S: M̀hgòi néih jà faaidÍ lā! S: Please drive faster.

1. M̀hgòi néih, maahndÍ lā! /góng/	1. M̀hgòi néih góng maahndÍ lā!
2. M̀hgòi néih, faaidÍ lā! /hàahng/	2. M̀hgòi néih hàahng faaidÍ lā!
3. M̀hgòi néih, chèuhngdÍ lā! /jouh/ Longer please. (said to a tailor)	3. M̀hgòi néih jouh chèuhngdÍ lā! Make it longer please.
4. M̀hgòi néih, dyúndÍ lā! /jouh/	4. M̀hgòi néih jouh dyúndÍ lā!
5. M̀hgòi néih, pèhngdÍ lā! /maaih/ Cheaper! (said to shopkeeper)	5. M̀hgòi néih maaih pèhngdÍ lā! Sell it cheaper!
6. M̀hgòi néih, daaihdÍ lā! /jouh/	6. M̀hgòi néih jouh daaihdÍ lā!
7. M̀hgòi néih, faaidÍ lā! /sé/	7. M̀hgòi néih sé faaidÍ lā!
8. M̀hgòi néih, saidÍ lā! /sé/	8. M̀hgòi néih sé saidÍ lā!
9. M̀hgòi néih, futdÍ lā. /jouh/ Wider please. (said to a tailor)	9. M̀hgòi néih jouh futdÍ lā! Please make (it) a bit wider.
10. M̀hgòi néih, jaakdÍ lā. /jouh/ A bit narrower, please.	10. M̀hgòi néih jouh jaakdÍ lā! Please make (it) a bit narrower.

---

17. Classroom Conversation Drill: Teacher asks, students answer, giving their actual Cantonese names. Students should learn to react appropriately to the different questions.

1. Gwaising a? (polite)	1. Síu sing Surname. or Ngóh sing _____.
2. Sing mēyéh a? (ordinary)	2. Ngóh sing Surname.
+ 3. Gwaisingmíhng a? (polite) Your family name and given name?	3. Surname Given name.
4. Mēyéh méng a?	4. Surname Given name.
5. Néih giu mēyéh méng a?	5. Surname Given name.
6. Néih mēyéh méng a?	6. Surname Given name.

Comment: The response to #4 mēyéh méng a? may be simply the given name if the surname is not in question.

Comment: An expanded form of the responses to #3-6 is:

Ngóh sing _____ giu(jouh) _____.

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

1) yātjáan = in a little while
2) dīksí = taxi
3) gàaiháu = intersection [street-mouth]
4) hóu chíh = very likely ..., most likely ...
5) Ei! = mild exclamation
6) gwojó la = here: we've overshot it, we've passed it.
   gwo = pass by
7) sái = drive

V. SAY IT IN CANTONESE

A. Say to the classmate next to you:	B. And he responds:
1. Could you please tell me which building is the Wing On Company?	1. It's that one on the right hand side.
2. What's the name of this street?	2. This is Queens Road Central.
3. Is this Nathan Road?	3. No--Nathan Road is on the Kowloon side.
4. Here it is! Please stop here. (as if said to taxi-driver)	4. It's not permitted to stop here--a little further down it's OK to stop.
5. Is it OK to park here?	5. No. Go in there to the right--there's a place inside to park.
6. What street is your school on?	6. I forget the name of the street--
7. Can you drive a car?	7. Yes, I can--do you want me to teach you to drive?
8. Turn right just beyond the library.	8. You can't turn in to the right on that street. Should I stop here?

9. Is that the Mandarin Hotel there on the right?

9. No, that building is the Hilton Hotel.

Vocabulary Checklist for Lesson 13

1.	daaphaak	n:	passenger
2.	diuhtàuh	vo:	turn (a car) around [reverse head]
3.	dou	v:	arrive
4.	fàanjyun tàuh	vp:	turn (the car) around and go back [return-turn head]
5.	gāai	n:	street
6.	giu(jouh)	v:	is called, is named
7.	gwaisingmǐhng?	Ph:	what is your surname and given name? (polite)
8.	gwo	v:	pass by (a point); cross (a street); go over to (a place)
9.	gwodǐ	Ph:	beyond; a little farther on
10.	Gwodǐ tǐm.	Ph:	Go further on; Keep going (said to taxi driver)
11.	hàahng	v:	go; walk; drive
12.	hóyíh	auxV:	can, as (1) be permitted, allowed to; (2) be willing to
13.	jà chē	vo:	to drive a car
14.	jauh	adv:	immediately, soon; as clause connector = then; and
15.	jihk	bf:	straight
16.	jó	bf:	left (direction)
17.	jóbihn	PW:	left side
18.	jósáubihn	PW:	lefthand side
19.	jyun	v:	turn
20.	la	ss:	as sen. suf. to imperative sentence, gives connotation of friendly advice
21.	méng	n:	name; given name
22.	paak (chē)	v(o):	park a car
23.	tanhauh	v:	back (a car) up, move back
24.	tǐhng	v:	stop
25.	wái	n:	place, seat
26.	WǐhngŌn Gūngsī	PW:	Wing On Department Store
27.	yahp	bf:	enter

28. yahpbihn PW: inside
29. yahpheui v: go in; enter
30. yātjihk adv: straight a) direction
b) without being diverted: straight-away
31. yauh bf: right (direction)
32. yauhbihn PW: right side
33. yauhsáubihn PW: right hand side

I. BASIC CONVERSATION

A. Buildup:

(A Hong Kong native and a foreign friend have lunch in a Chinese restaurant:)

Bún deih yàhn

fógei	waiter
A: Fógei!	Waiter!
choipáai	menu, bill of fare
níng	carry
níng làih; níngheui	bring; take
níng go choipáai làih lā	bring the food list please
níng go choipáai làih béi ngóh lā	please bring me a menu
táiháh	have a look
béi ngóh táiháh lā	please let me have a look
Mhgòi néih níng go choipáai làih béi ngóh táiháh lā.	Please bring me a menu to have a look at.

Fógei

Hóu aak, jauh làih.	Yes sir; coming right away.
ngoihgwokyàhn	foreigner

Ngoihgwokyàhn

dím	order (food from a list)
choi	food, dishes
Ngóh mhsīk dím choi ga.	I don't know how to order food.
gaaisiuh	recommend, introduce
Mhgòi néih gaaisiuhháh lā.	Please make a recommendation.

Bún deih yàhn

Gám, dáng ngóh dím lā.	Well then, I'll choose.
yúhjyū	suckling pig
gwo	verb-suffix: indicates experience; to have done something before.
meih	not yet
sihkgwo meih?	have (you) eaten (it) before?

	question formula: Verbed before, or not yet?
Néih sihkgwo yúhjyū meih a?	Have you ever eaten roast suckling pig?
Ngoihgwokyàhn	
Meih a.	Not yet.
yāt chi dōu meih ...	not yet even one time
Yāt chi dōu meih sihkgwo.	I haven't eaten it even once.
Bún deihyàhn	
hóu ma?	OK?
ma?	sen. suf. which makes a question of the sentence it is attached to.
Sihàh lā, hóu ma?	Let's try it, OK?
Ngoihgwokyàhn	
Hóu ā.	Fine.
Bún deihyàhn	
hā	shrimp
yìkwaahk?	... or ...?
Néih jùngyì sihk hā yìkwaahk sihk yú nē?	Do you like to eat shrimp, or eat fish?
Ngoihgwokyàhn	
Sihdaahn lā.	As you wish. i.e., Either one.
jùngyì sihk hā	like to eat shrimp
dōuhaih jùngyì sihk hā	really like to eat shrimp
bātgwo	however, but, although
Bātgwo ngóh dōuhaih jùngyì sihk hā.	Although I really like shrimp. (i.e., I really like shrimp better.)
juhng	still, in addition, also (precedes verbal expression)
juhng oi dī mēyéh a?	also want some what?
juhng séung oi dī mēyéh a?	also want to have some what?

Ngóhdeih juhng séung oi dī mēyéh a? — What else do we want to have?

Bún**deih**yàhn

tòng — soup

Juhng séung oi go tòng tim. — In addition let's have a soup too.

(Later the local resident calls the waiter again:)

Bún**deih**yàhn

-dò- — additional; another; more (precedes Measure expression)

béi dò jí bējáu ngóh — give me another bottle of beer

-dò léuhng jí bējáu — two more bottles of beer

Fógei! Béi dò léuhng jí bējáu ngóhdeih tim lā. — Waiter! Please give us two more bottles of beer.

Ngoih**gwo**kyàhn

àhcho — good [not wrong]

DĪ yúhjyù jànhaih àhcho. — The suckling pig is really good.

Bún**deih**yàhn

dōdĪ — more

Sihk dōdĪ lā! — Have some more!

Ngoih**gwo**kyàhn

dòjeh — thank you (for the gift)

Gau laak. Dòjehsaai. — I've had plenty. Thanks a lot.

Bún**deih**yàhn

màaihdāan — check please! [together-list]

Fógei! Màaihdāan! — Waiter! The check please!

B. Recapitulation:

(A Hong Kong native and a foreign friend have lunch in a Chinese restaurant:)

Bún**deih**yàhn

A! Fógei! — Waiter!

Ńhgòi néih níng go choipáai làih béi ngóh táiháh lā.	Please bring me a menu to have a look at.
Fógei	
Hóu aak, jauh làih.	Yes sir, coming right away.
Ngoihgwokyàhn	
Ngóh mhsīk dím choi ga. Ńhgòi néih gaaisiuhháh lā.	I don't know how to order food. Please make a recommendation.
Bún̄deihyàhn	
Gám, dáng ngóh dím lā.	Well then, I'll choose.
Néih sihkgwo yúhjyū meih a?	Have you ever eaten roast suckling pig?
Ngoihgwokyàhn	
Meih a--yāt chi dōu meih sihkgwo.	Not yet--I've not eaten it even once.
Bún̄deihyàhn	
Sináh lā, hóu ma?	Let's try it, OK?
Ngoihgwokyāhn	
Hóu ā.	Fine.
Bún̄deihyàhn	
Néih jùngyi sihk hā yíkwaahk sihk yú nē?	Do you prefer shrimp, or fish?
Ngoihgwokyàhn	
Sihdaahn lā.	As you wish. i.e., Either one.
Bātgwo ngóh dōuhaih jùngyí sihk hā.	Although I really like shrimp. (i.e., I really like shrimp better.)
Ngóhdeih juhng séung oi dī mēyéh a?	What else do we want to have?
Bún̄deihyàhn	
Juhng séung oi go tòng tím.	In addition, let's have a soup, too.
(Later the Hong Kong native calls the waiter again:)	
Fógei! Béi dò léuhng jí bējáu ngóhdeih tím lā.	Waiter! Please give us two more bottles of beer.

Ngoihgwokyàhn

Dǐ yúhjyū jànhaih àhcho. The suckling pig is really good!

Bún̄deihyàhn

Sihk dōdǐ lā! Have some more!

Ngoihgwokyàhn

Gau laak. Dòjehsaai. I've had plenty. Thanks a lot.

Bún̄deihyàhn

Fógei! Màaihdāan! Waiter! The check please!

II. NOTES

A. Culture notes

1. Styles of cooking Chinese food.

Different areas of China have different styles of cooking and different specialties, making use of the foods particular to each area. For an interesting discussion of the hows and whats of Chinese food, see How to Cook and Eat in Chinese, by Buwei Yang Chao, (NY: John Day, 1949)

2. choi. 'a dish (of food),' 'food'.

The Chinese style of informal eating is for each person to have a bowl of rice (if it's in the South--in the North they eat bread more) for himself, and for there to be several dishes on the table which are communal property for everyone to eat from. The eater uses his chopsticks or a spoon to take food from the center dishes. The center dishes are called choi.

A choi can be a fish dish, a meat dish, or a vegetable dish. choi is also the general term for 'vegetable.' Finally, choi may mean 'cooking style,' or 'food,' as in Seuhnghói choi, 'Shanghai cooking,' 'Shanghai food'; Jùngchoi 'Chinese cooking,' 'Chinese food.'

(In this book we use the term Jùngchoi as the general term for Chinese food. There is another term sometimes used having the same meaning: Tòhngchoi = Chinese food.)

3. choipáai and choidāan, 'menu'

choipáai, 'menu,' 'bill of fare,' is the list you choose from in a restaurant.

choidāan, 'menu' is the written-down account of a particular meal.

B. Structure Notes:

1. directional verb compounds. Ex: nínglàih, 'bring (something) here; and níngheui, 'take (something) there'

a. Directional verbs use -làih and -heui as suffixes to indicate direction towards and away from the speaker (or other point of reference).

Ex: níng carry

níglàih carry towards the speaker--i.e., bring here

níngheui carry away from the speaker--i.e., take there

We give the directional verb plus the heui/làih suffix the name directional verb compound.

b. The noun object of a directional verb compound comes between the verb and the suffix. In the absence of a noun object, the verb and suffix come together, since a pronoun object is not stated:

Ex: A: Níng jī bējáu làih lā. Please bring a bottle of beer.

B: Hóu, jauh nínglàih. Right--bringing it right away.

(See BC and Drills 1.3, 10)

c. Another way of forming sentences with directional verb compounds is to put the logical object of the verb into subject position.

Ex: DĪ bējá yíhgíng níng-làih laak. The beer (I've) already brought.

2. gwo 'pass,' used as verb suffix

gwo, a verb with the basic meaning 'pass,' 'pass by,' 'pass through,' is used as a verb suffix indicating 'have passed through (experienced)' the action expressed by the verb.

Ex: sihkgwo, 'pass through the experience of eating,' 'have eaten,' 'ate.'

(See BC and Drills 7, 8, 9, 13)

3. meih 'not yet.'

The negative meih 'not yet' precedes the verb in a negative sentence. In a choice question, it follows the verb:

Ex: 1. Meih sihkgwo. (I) haven't had the experience of eating (it).

2. Sihkgwo meih? Have (you) had the experience of eating (this)?

(See BC and Drills 3, 8, 9, 13)

meih 'not yet,' indicates that the action expressed by the verb is one which the speaker contemplates doing--'I haven't eaten it yet,' (but I'd like to.)

4. mēyéh, (mātyéh) as mass noun.

mēyéh functions as a mass noun, in taking the mass measure dī:

Ex: dī mēyéh? Some what?

Sihk dī mēyéh a? What will you have to eat? [eat-a little-what?]

5. ...,yìkwaahk..... = '....., or .....?'

yìkwaahk 'or' can be called an interrogative conjunction. It connects two verb phrases, indicating: .A. or .B., which one?

Ex: Néih jùngyi sihk hā, yìkwaahk sihk yú nē? Which do you prefer, to eat shrimp, or to eat fish? or Do you want shrimp, or would you rather have fish?

(See BC and Drills 2, 3)

The English possibility of:

A: Do you want coffee or tea?

B: No thanks.

is not covered by yìkwaahk. In Chinese you would have to rephrase the sentence to say something like 'Would you like something to drink? We have coffee and tea.'

6. dōuhaih 'really'

In the following sentence taken from the Basic Conversation,

Bātgwo ngóh dōuhaih jùngyi sihk hā. Although I really like shrimp.

dōuhaih is said with very light stress, and has very little content meaning. It serves as an intonation marker, lightening an otherwise blunt statement. The same function is served by 'really' in the English translation. The situation is: you'd rather have shrimp than fish but you don't want to insist upon it.

7. sentence suffix ma?

ma? is an interrogative sentence suffix which makes a question of the affirmative or negative sentence it attaches to. It is not used with a sentence which is already in question form--i.e., it is not used with choice-type and question-word questions.

(See BC)

8. sentence suffix ā

In the Basic Conversation there is the following exchange:

A: Sihán lā, hóu ma?	Let's try it, OK?
B: Hóu ā.	Fine.

The raised intonation on the final ā expresses liveliness.

(See BC)

9. juhng 'still,' 'in addition,' 'also'

juhng is an adverb which positions before a verb.

Ex: 1.	Juhng séung oi dī mēyéh a?	Also think you want some what? i.e. What else would you like to have?
2.	Juhng séung oi dī tòng tim.	We also think we want some soup too.

(See BC and Drills 6,11)

10. dò 'additional;' 'more'

dò with the above meanings is bound to a following number-measure phrase. When the number is yāt 'one,' the number part may be omitted. Before mass nouns the measure dī follows dò, with the number yāt omitted.

Ex: 1.	dò (yāt) dī	another bottle, one more bottle, an additional bottle
2.	dò léuhng go	two more, an additional two
3.	dò (yāt) dī tòng	more soup, additional soup

(See BC and Drils 1.3, 1.4, 5, 10)

11. bātgwo however, but, although

bātgwo is a conjunction joining two clauses. Its sentence position is first word in the second clause.

Ex: Yú tùhng hā dóu hóu hóusihk, bātgwo ngóh dōuhaih jùngyi sihk hā.	Fish and shrimp are both good--but I really prefer shrimp.

III. DRILLS

1. Expansion Drill

+ 1.	a.	Wún	a. bowl
	b.	Wún tòng.	b. bowl of soup
	c.	Yám wún tòng.	c. have a bowl of soup
	d.	Yám wún tòng lā.	d. Please have a bowl of soup.
	e.	Yám dò wún tòng lā.	e. Have another bowl of soup.
	f.	Yám dōdī tòng lā.	f. Have some more soup.

Comment: In this group of sentences wún, 'bowl' is used as a Measure. wún may also be used as a Noun, as in sàam jek wún, '3 bowls.' (also sàam go wún, '3 bowls.')

+ 2.	a.	Bùi	a. cupful
	b.	Bùi chàh	b. a cup of tea
	c.	Béi bùi chàh ngóh lā.	c. Please give me a cup of tea.
	d.	M̀hgòi néih béi bùi chàh ngóh lā.	d. Please give me a cup of tea.
+ 3.	a.	Būi.	a. cup
	b.	Jek būi.	b. a cup
	c.	Ning jek būi làih.	c. Bring a cup.
	d.	Ning dò jek būi lāih.	d. Bring another cup.
	e.	Ning dò léuhng jek būi làih.	e. Bring two more cups.
	f.	Ning dò léuhng jek būi làih tim.	f. Bring two more cups too.
+ 4.	a.	Baahk faahn.	a. white rice. (i.e. plain boiled or steamed rice)
	b.	Wún baahk faahn.	b. a bowl of rice.
	c.	Béi wún baahk faahn ngóh.	d. Give me a bowl of rice.
	d.	Béi dò wún baahk faahn ngóh.	d. Give me another bowl of rice.
	e.	M̀hgòi néih béi dò wún baahk faahn ngóh lā.	e. Please give me another bowl of rice.
+ 5.	a.	Cháau mihn	a. fried noodles
	b.	Sihk cháau mihn	b. eat fried noodles
	c.	Jùngyi sihk cháau mihn	c. like to eat fried noodles
	d. +	Jùngyi sihk cháau mihn yíkwaahk tòng mihn a?	d. like to eat fried noodles or soup noodles?

e. Néih jùngyi sihk cháau mihn yíkwaahk tòng mihn a?

e. Would you like to eat fried noodles or soup noodles?

---

2. Transformation Drill

Ex: T: Néih yám mātyéh a? /chàh/gafē/

S: Néih yám chàh yíkwaahk gafē nē?

T: What will you have to drink? /tea/coffee/

S: Would you like tea, or coffee? (i.e., Which would you like, tea or coffee?)

1. Néih yám mātyéh a? /heiséui/bējáu/

1. Néih yám heiséui yíkwaahk bējáu a?

2. Néih oi mātyéh a? /jyùyuhk/ngàuhyuhk/

2. Néih oi jyùyuhk yíkwaahk ngàuhyuhk a?

3. Néih heui bīndouh a? /Jùngwàahn/Gáulùhng/

3. Néih heui Jùngwàahn yíkwaahk Gáulùhng a?

4. Néih wán bīngo a? /Hòh Sàang/Hòh Táai/

4. Néih wán Hòh Sàang yíkwaahk Hòh Táai a?

+ 5. Néih jùngyi bīndī a? /cháau faahn/cháau mihn/ (cháau faahn = fried rice)

5. Néih jùngyi cháau faahn yíkwaahk cháau mihn a? Would you prefer fried rice, or fried noodles?

6. Néih jùngyi bīndī a? + /Seuhnghói choi/Gwóngdùng choi/ (/Shanghai food/Cantonese food/)

6. Néih jùngyi Seuhnghói choi yíkwaahk Gwóngdùng choi nē? Would you prefer Shanghai food or Cantonese food?

7. Néih jùngyi bīndī a? + /Jùng choi/Sāichāan/ (/Chinese food/Western food/)

7. Néih jùngyi Jùng choi yíkwaahk Sāichāan nē? Would you prefer Chinese food, or Western food?

---

3. Response Drill

Ex: T: /chaau faahn/ chaau mihn/ T: /fried rice/fried noodles/

S1: Néih jùngyi sihk cháau faahn yíhwaahk sihk cháau mihn a? S1: Do you want to have fried rice, or fried noodles.

S2: Sihdaahn lā. Cháau faahn tùhng cháau mihn dōu dāk. S2: Either one. Fried rice and fried noodles are both fine.

1. /jyùyuhk/ngàuhyuhk/
   1. S1: Néih jùngyi sihk jyùyuhk yíkwaahk ngàuhyuhk a?
      S2: Sihdaahn lā. Jyùyuhk tùhng ngàuhyuhk dōu dāk.
2. /Jùngchoi/Sāichāan/
   2. S1: Néih jùngyi sihk Jùngchoi yíkwaahk Sāichāan a?
      S2: Sihdaahn lā. Jùngchoi tùhng Sāichāan dōu dāk.
3. /Seuhnghói choi/Gwóngdùng choi/
   3. S1: Néih jùngyi sihk Seuhnghói choi yíkwaahk Gwóngdùng choi a?
      S2: Sihdaahn lā. Seuhnghói choi tùhng Gwóngdùng choi dōu dāk.
4. /ngàuhnáaih/heiséui/
   4. S1: Néih jùngyi yám ngàuhnáaih yíkwaahk heiséui a?
      S2: Sihdaahn lā. Ngàuhnáaih tùhng heiséui dōu dāk.
5. /chàh/gafē/
   5. S1: Néih jùngyi yám chàh yíkwaahk gafē a?
      S2: Sihdaahn lā. Chàh tùhng gafē dōu dāk.

---

4. Expension Drill

Ex: T: /jí bējáu/ T: /a bottle of beer/

S: Béi jí bējáu ngóh lā. S: Give me a bottle of beer.

1. /jí heiséui/
   1. Béi jí heiséui ngóh lā.
+ 2. /jek gāng/ (a spoon)
   2. Béi jek gāng ngóh lā. Please give me a spoon.
3. /bùi chàh/
   3. Béi bùi chàh ngóh lā.
4. /bùi gafē/
   4. Béi bùi gafē ngóh lā.
5. /go cháau mihn/
   5. Béi go cháau mihn ngóh lā.
6. /go cháau faahn/
   6. Béi go cháau faahn ngóh lā.

7. /go tòng mihn/	7. Béi go tòng mihn ngóh lā.
8. /wún baahk faahn/	8. Béi wún baahk faahn ngóh lā.
9. /wún tòng mihn/	9. Béi wún tòng mihn ngóh lā.
10. /tìuh kwàhn/	10. Béi tìuh kwàhn ngóh lā.
11. /jek jíu/	11. Béi jek jíu ngóh lā.

Comment: The sentences in the right hand column are appropriate said by a diner in a restaurant to a waiter.

Note that tòng mihn may be either go tòng mihn, 'an order of soup noodles' (see #7) or wún tòng mihn, 'a bowl of soup noodles' (see #9).

---

5. Expansion Drill: Expand the sentences by adding dò.

Ex: 1. T: Béi bàau yīnjái ngóh lā!	T: Give me a pack of cigarettes.
S: Béi dò bàau yīnjái ngóh lā!	S: Give me another pack of cigarettes.
2. T: Béi léuhng gihn sēutsāam ngóh lā!	T: Give me two shirts.
S: Béi dò léuhng gihn sēutsāam ngóh lā!	S: Give me two more shirts.

+ 1. Béi deui faaijí ngóh lā! (chopsticks)	1. Béi dò deui faaijí ngóh lā! Please give me another pair of chopsticks.
2. Béi go tòng ngóh lā!	2. Béi dò go tòng ngóh lā!
3. Béi bá jē ngóh lā!	3. Béi dò bá jē ngóh lā!
4. Béi jek gāng ngóh lā!	4. Béi dò jek gāng ngóh lā!
5. Béi léuhng bàau yīnjái ngóh lā!	5. Béi dò léuhng bàau yīnjái ngóh lā!

---

6. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Juhng séung yiu dī mēyéh nē? What else do you want?	1. Juhng séung yiu dī mēyéh nē?
2. /yám/	2. Juhng séung yám dī mēyéh nē?
3. /sihk/	3. Juhng séung sihk dī mēyéh nē?

4. /oi/	4. Juhng séung oi dī mēyéh nē?
5. /si/	5. Juhng séung si dī mēyéh nē? What else would you like to try? (in restaurant, ordering food)
6. /lǒ/	6. Juhng séung lǒ dī mēyéh nē? What else do you want to get?
7. /máaih/	7. Juhng séung máaih dī mēyéh nē?

---

7. Response Drill

Ex: T: Néih jeukgwo nī júng yúhlāu meih a? /nod/	T: Have you worn this kind of raincoat before? /nod/
S: Jeukgwo.	S: Yes.
T: Néih jeukgwo gó deui hàaih meih a? /shake/	T: Have you worn that pair of shoes yet?
S: Meih.	S: No, not yet.
1. Néih sihkgwo hā meih a? /shake/	1. Meih.
2. Néih yámgwo nī júng bējáu meih a? /nod/	2. Yámgwo.
3. Néih làihgwo Hèunggóng meih a? /shake/	3. Meih.
4. Néih heuigwo Méihgwok meih a? /nod/	4. Heuigwo.
5. Néih jyuhgwo Gáulùhng meih a? /shake/	5. Meih.
6. Néih yuhnggwo faaijí meih a? /shake/	6. Meih.
7. Néih yámgwo nī dī tòng meih a? /shake/	7. Meih.
+ 8. Néih jouhgwo nī dī yéh meih a? /nod/ Have you done this kind of work before? (jouh yéh = do chores; have a job)	8. Jouhgwo.

---

8. Transformation Drill

Ex: T: Ngóh sihkgwo cháau mihn.	I've eaten fried noodles before.
S: Ngóh meih sihkgwo cháau mihn.	I've never eaten fried noodles before.
1. Ngóh jàgwo chē.	1. Ngóh meih jàgwo chē.
2. Ngóh heuigwo Méihgwok.	2. Ngóh meih heuigwo Méihgwok.
3. Ngóh jyuhgwo Gáulùhng.	3. Ngóh meih jyuhgwo Gáulùhng.
4. Ngóh yámgwo nǐ júng bējáu.	4. Ngóh meih yámgwo nǐ júng bējáu.
5. Ngóh yuhnggwo faaijí.	5. Ngóh meih yuhnggwo faaijí.
+ 6. Ngóh làihgwo nǐ gàan jáugā. (Chinese style restaurant)	6. Ngóh meih làihgwo nǐ gàan jáugā.

---

9. Expansion Drill

Ex: T: Ngóh meih sihkgwo hā.	I've never eaten prawns.
S: Ngóh meih sihkgwo hā, néih sihkgwo meih a?	I've never eaten prawns; have you?
1. Ngóh meih sihkgwo yúhjyū.	1. Ngóh meih sihkgwo yúhjyū. Néih sihkgwo meih a?
2. Ngóh meih yámgwo nǐ júng tòng.	2. Ngóh meih yámgwo nǐ júng tòng. Néih yámgwo meih a?
3. Ngóh meih sihkgwo gó júng yǐnjái.	3. Ngóh meih sihkgwo gó júng yǐnjái. Néih sihkgwo meih a?
4. Ngóh meih heuigwo gó gàan jáugā.	4. Ngóh meih heuigwo gó gàan jáugā. Néih heuigwo meih a?
5. Ngóh meih dímgwo nǐ júng choi.	5. Ngóh meih dímgwo nǐ júng choi. Néih dímgwo meih a?

---

10. Expansion Drill

Ex: T: M̀hgòi néih nǐng jí bējáu làih.	Please bring a bottle of beer.
S: M̀hgòi néih nǐng dò jí bējáu làih.	Please bring another bottle of beer.
1. M̀hgòi néih nǐng deui faaijí làih.	1. M̀hgòi néih nǐng dò deui faaijí làih.
2. M̀hgòi néih nǐng jek gāng làih.	2. M̀hgòi néih nǐng dò jek gāng làih.
3. M̀hgòi néih nǐng jek būi làih.	3. M̀hgòi néih nǐng dò jek būi làih.
+ 4. M̀hgòi néih nǐng go wúnjái làih. /small bowl/	4. M̀hgòi néih nǐng dò go wún-jái làih.
+ 5. M̀hgòi néih nǐng jek séui būi làih. /water glass/	5. M̀hgòi néih nǐng dò jek séui būi làih.

a. Repeat, teacher giving cue only, students responding with sentences in left hand column, thus:

T: jí bējáu

S: M̀hgòi néih nǐng jí bējáu làih.

---

11. Expansion Drill

Ex: T: Néih sihksaai dī hā meih a?	Have you eaten up all the shrimp
S: Sihksaai laak, ngóh juhng séung yiu dī tím.	I've eaten (them all) up, and I still want some more. [in addition, want to have some more]
1. Néih sihksaai dī yú meih a?	1. Sihksaai laak, ngóh juhng séung yiu dī tím.
2. Néih sihksaai dī cháau faahn meih a?	2. Sihksaai laak, ngóh juhng séung yiu dī tím.
3. Néih yám saai dī chàh meih a?	3. Yám saai laak, ngóh juhng séung yiu dī tím.
4. Néih yuhngsaai dī chín meih a?	4. Yuhngsaai laak, ngóh juhng séung yiu dī tím.
5. Néih sihksaai dī cháau mihn meih a?	5. Sihksaai laak, ngóh juhng séung yiu dī tím.
6. Néih yámsaai dī tòng meih a?	6. Yámsaai laak, ngóh juhng séung yiu dī tím.

12. Response Drill

Ex:	T: Yú tùhng hā, néih jùngyi bǐn yeuhng a? (type, kind)	T: Which do you like better, fish or prawns? [fish and prawns, you like which kind more?]
	S: Yú tùhng hā, ngóh léuhng yeuhng dōu jùngyi.	S: Fish and prawns, I like both.
1.	Jùngchoi tùhng Sāichāan, néih jùngyi bǐn yeuhng a?	1. Jùngchoi tùhng Sāichāan, ngóh léuhng yeuhng dōu jùngyi.
2.	Gwóngdùng choi tùhng Seuhnghói choi, néih jùngyi bǐn yeuhng a?	2. Gwóngdùng choi tùhng Seuhnghói choi, ngóh léuhng yeuhng dōu jùngyi.
3.	Cháau mihn tùhng tòng mihn, néih jùngyi bǐn yeuhng a?	3. Cháau mihn tùhng tòng mihn, ngóh léuhng yeuhng dōu jùngyi.
4.	Cháau faahn tùhng baahk faahn, néih jùngyi bǐn yeuhng a?	4. Cháau faahn tùhng baahk faahn, ngóh léuhng yeuhng dōu jùngyi.
+ 5.	Jùnggwok choi tùhng Yahtbún choi, néih jùngyi bǐn yeuhng a? (Chinese food) (Japanese food)	5. Jùnggwok choi tùhng Yahtbún choi, ngóh léuhng yeuhng dōu jùngyi.

---

13. Response Drill

Ex:	T: Néih heuigwo géidō chi a?	T: How many times have you been there?
	S: Yāt chi dōu meih heuigwo.	S: I've never been even once.
1.	Néih làihgwo géidō chi a?	1. Yāt chi dōu meih làihgwo.
2.	Néih yuhnggwo géidō chi a?	2. Yāt chi dōu meih yuhnggwo.
3.	Néih heuigwo géidō chi a?	3. Yāt chi dōu meih heuigwo.
4.	Néih sihkgwo géidō chi a?	4. Yāt chi dōu meih sihkgwo.
5.	Néih fàangwo Seuhnghói géidò chi a?	5. Yāt chi dōu meih fàangwo.

---

14. Expansion Drill

Ex: T: Kéuih yáuh léuhng ga chē.	T: He has two cars.
S: Kéuih yáuh léuhng ga chē, daahnhaih ngóh yāt ga dōu móuh.	S: He has two cars, but I don't even have one.
1. Gó go hohkwàang yáuh géi jì yùhnjìbāt.	1. Gó go hohksàang yáuh géi jì yùhnjìbāt, daahnhaih ngóh yāt jì dōu móuh.
2. Kéuih yáuh léuhng go taaitáai.	2. Kéuih yáuh léuhng go taai-táai, daahnhaih ngóh yāt go dōu móuh.
3. Kéuih yáuh léuhng go sáudói.	3. Kéuih yáuh léuhng go sáudói, daahnhaih ngóh yāt go dōu móuh.
4. Gó go sīgēi yáuh léuhng ga chē.	4. Gó go sīgēi yáuh léuhng ga chē, daahnhaih ngóh yāt ga dōu móuh.
5. Kéuih yáuh léuhng go jái.	5. Kéuih yáuh léuhng go jái, daahnhaih ngóh yāt go dōu móuh.

---

15. Transformation Drill

Ex: T: Sihk dōdī lā.	T: Have some more.
S: M̀hhóu sihk gam dò a.	S: Don't eat so much.
1. Jà maahndī lā!	1. M̀hhóu jà gam maahn a.
2. Dím dōdī lā!	2. M̀hhóu dím gam dò a.
3. Sihk dōdī lā!	3. M̀hhóu sihk gam dò a.
4. Jà faaidī lā!	4. M̀hhóu jà gam faai a.
5. Hàahng faaidī lā!	5. M̀hhóu hàahng gam faai a.
6. Yám dōdī lā!	6. M̀hhóu yám gam dò a.
7. Jouh chèuhngdī lā!	7. M̀hhóu jouh gam chèuhng a.
8. Jouh dyúndī lā!	8. M̀hhóu jouh gam dyún a.

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

1) ngāamngāam = just now
2) fòng gùng = leave work, get off from work
3) yìhm guhk gāi = salt-roasted chicken
4) gaailáan cháau ngàuhyuhk = stir fried beef and broccoli
5) taai - too, excessively
6) sài yèuhng choi tòng = watercress soup
7) giu = order, call for (without having to look at a listed menu)
8) Yèuhngjàu cháau faahn = Yangchow fried rice
9) Sàiyèuhngchoi tòng = watercress soup
10) faai = soon, almost, approaching (preceding a time expression)
11) yáuh méng = famous
12) gù lòu yuhk = sweet & sour pork
13) dōu yiu sai ge = want both to be small portions

V. SAY IT IN CANTONESE

A. Say to the classmate sitting next to you:	B. And he answers:
1. Have you eaten fried noodles before?	1. Yes, many times.
2. Which do you like better, fried noodles or fried rice?	2. Fried rice.
3. (deciding on a restaurant:) Which would you prefer--Shanghai food or Cantonese food?	3. Either one, I like both.
4. I don't know how to order--would you suggest something?	4. Let's have fried noodles and a soup, OK?
5. What else shall we have?	5. Shall we have some beer?
6. Waiter, would you please bring two bottles of beer?	6. Yes, sir, right away.
7. Waiter, please bring another glass.	7. All right--shall I bring another bottle of beer?

8. Can you use chopsticks?	8. No--please show me (introduce).
9. The soup noodles are not bad!	9. I think so too.
10. Have some more!	10. I've had enough, thanks.
11. Have you eaten in this (Western style) restaurant before?	11. No, I've never been here even once.
12. Have you ever eaten roast suckling pig?	12. Yes, several times.
13. Have you drunk up all your beer?	13. Yes, and I think I'd like some more.
14. Mr. Chan has 10 sons.	14. Is that so! I don't even have one.
15. Don't eat so much!	15. Don't drink so much!

Vocabulary Checklist for Lesson 14

1. baahk faahn	n:	boiled or steamed rice [white rice]
2. bātgwo	cj:	however; but; although
3. būi	n:	cup, glass
4. bùi	m:	M. for cup, glass
5. cháau	v:	to toss-fry in small amt of oil, as in scrambling eggs.
6. cháau faahn	n:	fried rice
7. cháau mihn	n:	fried noodles
8. choi	n:	food; a particular food, a dish
9. choipáai	n:	menu, bill of fare
10. dím	v:	to order (food)
11. dò	bf:	additional, as modifier in Noun phrase
12. dōdī	adv:	more (in addition) (follows V)
13. Dòjeh.	Ph:	Thank you. (for a gift)
14. Dòjehsaai.	Ph:	Thank you very much.
15. dōuhaih	adv:	always, really
16. faaijí	n:	chopsticks
17. fógei	n:	waiter in restaurant
18. gaaisiuh	v:	recommend; introduce
19. gāng	n:	spoon

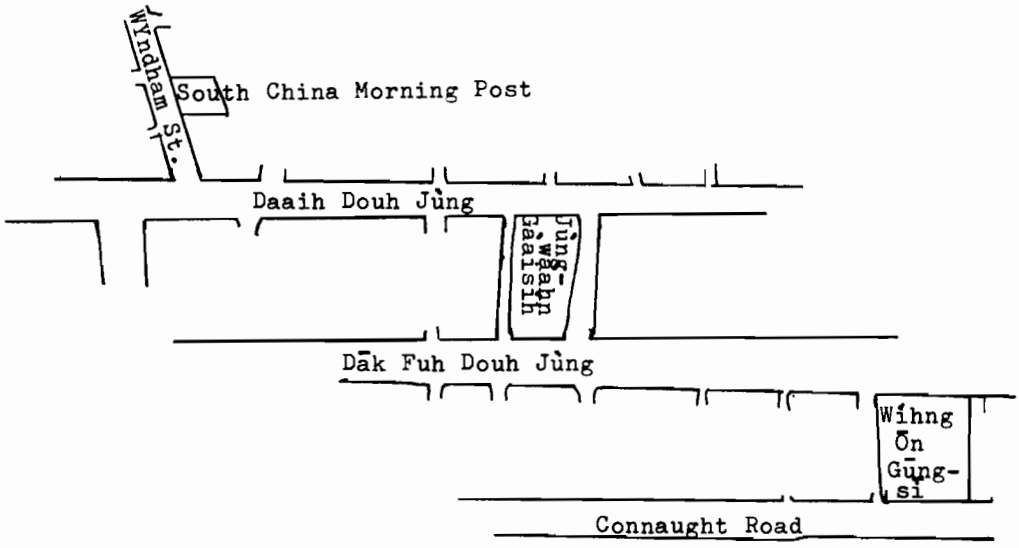
20. -gwo Vsuf: indicates experience; to have done something before
21. Gwóngdùng choi n: Cantonese food
22. hā n: shrimp
23. Hóu ma? Ph: Is that OK?
24. jáugā n/PW: Chinese style restaurant
25. jek m: M. for spoon
26. jouh yéh vo: do chores; have a job
27. juhng adv: still, in addition, also (+ verb)
28. Jùngchoi n: Chinese food
29. Jùnggwok choi n: Chinese food
30. ma? ss: sen. suf. making a question of the sentence it attaches to
31. Màaihdāan! Ph: The check please!
32. meih adv: negative, 'not yet'
33. m̀hcho Ph: good [not-wrong], 'not bad!'
34. ngoihgwokyàhn n: foreigner(s)
35. nǐng v: carry (something)
36. nǐng...heui v: take, carry off (something)
37. nǐng...làih v: bring (something)...here
38. Sāichāan n: Western meal
39. Seuhnghói choi n: Shanghai food
40. séui būi n: water glass
41. Sihdaahn lā. Ph: Either one. No preference. As you wish. (when offered a choice)
42. táiháh VP: have a look
43. tòng n: soup
44. tòng mihn n: soup noodles
45. wún m: M. a bowl of...
46. wún n: bowl
47. wúnjái n: small bowl
48. Yahtbún choi n: Japanese food
49. yāt chi dōu meih... VP: not even once...
50. yāt..M..dōu ..Neg..V. Ph: Not even one...; can't V. even one M.
51. yéh n: work (as in jouh yéh) (with restricted use)
52. yeuhng m: kind, type

53. yìkwaahk...? cj: or?

54. yúhjyū n: roast suckling pig

I. BASIC CONVERSATION

A. Buildup:



(Mr. Wong approaches another pedestrian on the street in front of the South China Morning Post building on Wyndham Street)

Wòhng Sàang

dím heui?	how go?, how (do you) go (to)?
dím heui Wíhng Ōn Gūngsī a?	how do you go to the Wing On Company?
yàuh	from
yàuh nīdouh	from here
yàuh nīdouh dím heui Wíhng Ōn Gūngsī a?	how do you get to the Wing On Company from here?
Chéng mahn néih, yàuh nīdouh dím heui Wíhng Ōn Gūngsī a?	Could you please tell me how to get to the Wing On Company from here?
louhyàhn	pedestrian

Louhyàhn

lohk	down

lohkheui	go down [down go]
hàahng lohkheui	walk down (to)
hàahng lohkheui Daaih Douh Jūng	go down to Queen's Road Central
hàahng lohkheui Daaih Douh Jūng sin	first go down to Queen's Road Central
yihn(ji)hauh	then, after that
Hàahng lohkheui Daaih Douh Jūng sin, yihnhauh jyun jó.	First go down to Queen's Road Central, then turn left.

Wòhng Sàang

Jyun jó.	Turn left.

Louhyàhn

gàaisíh	food market
Jùngwàahn Gàaisíh	Central Market
hàahngdou Jùngwàahn Gàaisíh	walk to Central Market
-dou	verb suf. to verbs of action indicates arrival at goal.
Gám, yātjihk hàahngdou Jùngwàahn Gàaisíh, jyun yauh.	Then, go straight till you get to Central Market, and turn right.
gwojó gàaisíh	get past the market
Gwojó gàaisíh, jauh haih Dāk Fuh Douh Jùng laak.	When you get past the market, you are on Des Voeux Road Central.
mahn yàhn lā	ask someone
Heuidou gódouh, joi mahn yàhn lā.	When you get there, ask again.

(Mr. Wong arrives at Wing On and approaches a salesclerk:)

Wòhng Sàang

bouhfahn	department (in a store)
gó go bouhfahn	that department
maaih lāangsāam gó go bouhfahn	the sweater department [the department that sells sweaters]

Maaih lāangsāam gó go bouh-fahn hái bǐndouh a?	Where is the sweater department?

Sauhfoyùhn

séuhng	go up
séuhng sàam láu	go up to the third floor (Chinese and American style of counting; 2nd floor British style of counting)
chéng	invite; please
Chéng séuhng sàam láu lā.	Please go up to the second (or third) floor.

B. Recapitulation:

Wòhng Sàang

Chéng mahn néih, yàuh mǐdouh dím heui Wǐhng Ōn Gūngsī a?	Could you please tell me how to get to the Wing On Company from here?

Louhyàhn

Hàahng lohkheui Daaih Douh Jùng sin, yihnhauh jyun jó.	First go down to Queen's Road Central, then turn left.

Wòhng Sàang

Jyun jó.	Turn left.

Louhyàhn

Gám, yātjihk hàahngdou Jùngwàahn Gàaisíh, jyun yauh.	Then go straight till you get to Central Market, and turn right.
Gwojó gàaisíh, jauh haih Dāk Fuh Douh Jùng laak.	When you get past the market, you are at Des Voeux Road Central.
Heuidou gódouh, joi mahn yàhn lā.	When you get there, ask again.

(Mr. Wong gets to the store and asks a clerk:)

Wòhng Sàang

Maaih lāangsāam gó go bouhfahn hái bǐndouh a?	Where is the sweater department?

Sauhfoyùhn

Chéng séuhng sàam láu lā! **Please go up to the second floor.**

II. NOTES

1. Paired conjunctions:

...sin, yihnhauh (or yihnjihauh).... = 'first..., then....'

This set of paired conjunctions connects two primary clauses in a sentence of sequential relationship.

Ex: Hàahng lohkheui Daaih Douh Jùng sin, yihnhauh jyun jó. Go down to Queen's Road Central first, then turn left.

(See BC and Drills 10, 11)

2. Directional verbs.

a. Examples of directional verbs are:

1. séuhng = up
2. lohk = down
3. yahp = in
4. chēut = out
5. gwo = over, across

b. In Cantonese these words pattern as verbs. They can be preceded by mh, and form a question on the VmhV pattern.

Ex: A: Néih lohk mhlohk a? Are you going down? (Said at top of escalator)

B: Mhlohk. No, I'm not going down.

c. These directional verbs can be followed by either a placeword object, or one of the two directional suffixes, -làih and -heui, or both.

Ex: 1. Kéuih séuhng sàam láu. He went up to the 2nd floor.

2. Ngóh dōu séuhngheui. I went up too.

3. Kéuih séuhng(làih) sàam láu. He came up to the 2nd floor.

4. Kéuih chēutheui Daaih Douh Jùng. He went out to Queen's Road Central.

(See Drills 13, 14)

d. The directional verbs may combine with a preceding verb of movement, such as hàahng 'walk,' jyun 'turn,' nǐng 'carry.'

Ex: 1. Kéuih hàahng lohk-(heui) sàam láu. — He walked down to the second floor.

2. Kéuih jyun yahp(heui) Dāk Fuh Douh Jùng. — He turned into Des Voeux Road Central.

3. Mhgòi néih nǐng chēutlaih. — Please bring it out.

(See Drill 12)

3. deihhá, làuhhah, hahbihn differentiated.

1. deihhá simply means 'ground floor.'

2. làuhhah [floor-below] is a pronoun of place whose meaning derives from position in relationship to another location. If you are on the 3d floor làuhhah is a floor below the 3d floor. If you are on the ground floor làuhhah is the basement.

3. hahbihn [below-side] is also a locative whose meaning derives from position in relationship to another position. It can mean 'downstairs' in relation to upstairs, 'under' something, 'below' something.

4. Two-part Verb forms: performance and achievement. Chinese verbs are often in two parts, with the first part telling of the performance and the second part telling of the achievement. For example:

tái + dóu = look + successful = see

wán + dóu = search + successful = find

heui + dou = go + arrive = reach (a place)

gwo + jó = pass + accomplish = get past (a place)

chéng + dóu = invite + successful = invite (someone) and have him accept

The second part of these two-part verbs we regard as suffix to the first part.

5. -dou as verb suffix, indicates reaching the destination or goal.

Ex: 1. heuidou = arrive [go-arrive]

Kéuih heuidou gódouh,... — When he got there,... or When he gets there,...

2. duhkdou = read to [read-arrive]

Kéuih duhkdou sa'ahsei yihp. — He read to page 34.

(See BC and Drills 3,4)

6. -jó verb suffix = accomplish the performance: 'get/got it done'

Ex: Gwojó Jùngwàahn Gàaihsíh, jyun jó. — When you get past the Central Market, turn left.

The -jó indicates that the action of the verb to which it is attached is viewed from the standpoint of its being accomplished.

Ex: gwojó X = 'accomplish going past X'

(See BC and Drill 9)

7. daih- = ordinal prefix.

a. daih- prefixed to a number makes it an ordinal number:

Ex: sàam fo = 3 lessons
daih sàam fo = the 3d lesson

(See Drill 3)

b. daihyih- is ambiguous.

daihyih-, bound to a following measure, may mean 'the second'; 'the next'; or 'another, some others Only rarely is there any mixup in an actual situation.

Ex:
1. daihyih ga chē — the second car
2. daihyih tíuh gāai — the next street, the second street. (i.e. the first one after the place you're talking about)
3. daihyih go gùngyàhn — another servant
4. daihyih dī gùngyàhn — other servants

In this lesson we practice only the first two meanings.

daihyih as 'other' you will meet in Lesson 16.

8. yàuh (and hái) as 'from ..PW..'

yàuh (or alternately, hái) serves as 'from' in the PW phrase:
yàuh .PW.. + .Verb of movement. = go/come/etc. from .PW..

Though similar to co-verbs in having an object, yàuh differs from co-verbs in not normally being preceded by mh, but using the verb haih between mh and itself.

Ex: Mhhaih yàuh nīdouh chēut-heui. — Don't exit from here.

Occasionally you may hear someone say Mhyàuh nīdouh chēutheui or some other phrase with mhyàuh, but it is not common usage. Therefore we class yàuh (and hái used in this position) not as a co-verb but as a preposition.

(See BC and Drill 6)

9. yihp 'page' and fo 'lesson' classed as measures.

Note that in the grammatical sense yihp and fo are measures, inasmuch as they can follow numbers directly. From the point of view of having substantive meaning, they are like nouns.

(See Drills 3,4)

10. chéng... = invite (someone to do something); Please .V.

chéng basically means 'invite.' chéng + Verb is used as a polite imperative:

Ex: Chéng séuhng sàam láu. Please go up to the 3d floor [invite you to go up]

(See BC)

As polite imperative it is only used affirmatively. To say 'Please don't.V.' with chéng, the negative attaches to the following verb.

Ex: Chéng mhséuhng sàam láu. Please don't go up to the 3d floor.

III. DRILLS

1. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Kéuih hái douh dáng néih. He's waiting for you here.	1. Kéuih hái douh dáng néih.
2. /hauhbihn/	2. Kéuih hái hauhbihn dáng néih.
+ 3. /yahpbihn/	3. Kéuih hái yahpbihn dáng néih. He's waiting for you inside.
+ 4. /deihhá/ ground floor	4. Kéuih hái deihhá dáng néih. He's waiting for you on the ground floor.
+ 5. /seuhngbihn/ above; upstairs; on top [up-side]	5. Kéuih hái seuhngbihn dáng néih. He's waiting for you upstairs.
+ 6. /hahbihn/ downstairs; below; under [down-side]	6. Kéuih hái hahbihn dáng néih. He's waiting for you downstairs.
+ 7. /làuhseuhng/ upstairs [floor-above]	7. Kéuih hái làuhseuhng dáng néih. He's waiting for you upstairs.
+ 8. /làuhhah/ downstairs [floor[below]	8. Kéuih hái làuhhah dáng néih. He's waiting for you downstairs.
9. /sei láu/	9. Kéuih hái sei láu dáng néih.
+ 10. /chēutbihn/ outside	10. Kéuih hái chēutbihn dáng néih.

---

2. Response Drill: Students gesture the directions.

Ex: 1. T: Màhnwàh Jáudim hái chíhnbihn, haih m̀hhaih a? /hauhbihn/	T: The Mandarin Hotel is in front, isn't it? /behind, in the back/
S: M̀hhaih, hái hauhbihn.	S: No, it's in the back.
2. T: Màhnwàh Jáudim hái chíhnbihn, haih m̀hhaih a? /chíhnbihn/	T: The Mandarin Hotel is in front, isn't it? /in front, ahead/

S: Haih. Hái chíhn-bihn. S: That's right, it's in front.

1. Méihgwok Ngàhnhòhng hái jósáu-bihn, haih mhhaih a? /yauhsáubihn/ 1. Mhhaih, hái yauhsáubihn.
2. Néih sīnsàang (ge) séjihlàuh hái chíhnbihn, haih mhhaih a? /hauhbihn/ 2. Mhhaih, hái hauhbihn.
3. Wòhng Sàang hái chēutbihn, haih mhhaih a? /chēutbihn/ 3. Haih, hái chēutbihn.
4. Léih Táai hái yahpbihn, haih mhhaih a? /chíhnbihn/ 4. Mhhaih, hái chíhnbihn.
5. Tīnsīng Máhtàuh hái yauhsáubihn, haih mhhaih a? /yauhsáubihn/ 5. Haih, hái yauhsáubihn.
6. Maaih hàaih gó go bouhfahn hái yih láu, haih mhhaih a? /deihhá/ 6. Mhhaih, hái deihhá.
7. Maaih syù gó go bouhfahn hái làuhseuhng, haih mhhaih a? /làuhhah/ 7. Mhhaih, hái làuhhah.

Comment: Note (#2 above) that ge can be omitted in everyday speech in modification structure before séjihlàuh.

a. Repeat, students taking both parts, teacher cueing thus:

1. /Màhnwàh Jáudim/chíhnbihn/hauhbihn/

or 2. /Màhnwàh Jáudim/chíhnbihn/

---

3. Expansion Drill

+	1. a. yihp	1. a. page
	b. sei'ah yihp.	b. 40 pages
+	c. duhk sei'ah yihp	c. read 40 pages
+	d. duhkdou sei'ah yihp	d. read to page 40
+	e. seuhngchi duhkdou sei'ah yihp	e. last time read to page 40
+	f. seuhngchi duhkdou daih sei'ah yihp (ordinal number marker, -st, -nd, -rd, etc.)	f. last time read to the 40th page.
	g. Ngóhdeih seuhngchi duhkdou daih sei'ah yihp.	g. Last time we read to the 40th page.

+ 2. a.	fo	2. a. lesson
	b. géi fo a?	b. how many lessons?
	c. daih géi fo a?	c. which[th] lesson?
	d. duhk daih géi fo a?	d. read which lesson?
	e. seuhngchi duhk daih géi fo a?	e. last time read which lesson?
	f. Ngóhdeih seuhngchi duhk daih géi fo a?	f. What lesson did we do last time?
3. a.	daih sahp yihp	3. a. the 10th page
+ b.	dáhòi bún syù daih sahp yihp	b. open your book to page 10
	c. dáhòi bún syù daih sei'ah sàam yihp	c. open your books to the 43rd page (page 43)
	d. Dáhòi bún syù daih sàam baak sei'ah sàam yihp.	d. Open your books to page 343.

---

4. Response Drill

Ex: 1. T: Ngóhdeih seuhngchi duhkdou daih géi yihp a? /43/ — T: What page did we get to last time?

S: Duhkdou daih sei'ahsàam yihp. — S: We got to page 43.

2. T: Ngóhdeih seuhngchi duhk daih géi fo a? /3/ — T: What lesson did we do last time?

S: Daih sàam fo. — S: We did lesson 3.

1. Ngóhdeih seuhngchi duhkdou daih géi yihp a? /86/	1. Duhkdou daih baatsahpluhk yihp.
2. Ngóhdeih seuhngchi duhk daih géi fo a? /7/	2. Daih chāt fo.
3. Ngóhdeih seuhngchi duhk daih géi fo a? /15/	3. Daih sahpńgh fo.
4. Ngóhdeih seuhngchi duhkdou daih géi yihp a? /254/	4. Duhkdou daih yih baak ńgh-sahpsei yihp.
5. Ngóhdeih seuhngchi duhk daih géi fo a? /26/	5. Daih yahluhk fo.

---

5. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Sàam láu yáuh dĪ mēyéh maaih a? What's for sale on the 2nd floor? What do they have (for sale) on the 2nd floor?	1. Sàam láu yáuh dĪ mēyéh maaih a?
2. /sei láu/	2. Sei láu yáuh dĪ mēyéh maaih a?
3. /làuhhah/	3. Làuhhah yáuh dĪ mēyéh maaih a?
4. /làuhseuhng/	4. Làuhseuhng yáuh dĪ mēyéh maaih a?
5. /yahpbihn/	5. Yahpbihn yáuh dĪ mēyéh maaih a?
6. /seuhngbihn/	6. Seuhngbihn yáuh dĪ mēyéh maaih a?
7. /hahbihn/	7. Hahbihn yáuh dĪ mēyéh maaih a?

Comment: Note in #1 and #2 above the absence of ordinalizing prefix daih in connection with láu, 'floor, story'.

Compare: sàam láu = the third floor.
daih sàam fo = the third lesson.

daih is not used before numbers when modifying láu.

---

6. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. Yàuh nĪdouh, dím heui TĪn-sĪng Máhtàuh a? How do you get to the Star Ferry from here?	1. Yàuh nĪdouh, dím heui TĪn-sĪng Máhtàuh a?
2. /Màhnwàh Jáudim/	2. Yàuh nĪdouh, dím heui Màhnwàh Jáudim a?
3. /Méihgwok Ngàhnhòhng/	3. Yàuh nĪdouh, dím heui Méihgwok Ngàhnhòhng a?
4. /Jùngwàahn Gàaisíh/	4. Yàuh nĪdouh, dím heui Jùngwàahn Gàaisíh a?
5. /Hèunggóng Chāansāt/	5. Yàuh nĪdouh, dím heui Hèunggóng Chāansāt a?

Comment: hái is used in place of yàuh by some speakers, with no difference in meaning.

Ex: Hái nǐdouh, dím heui Tīnsīng Máhtàuh a? — How do you get to the Star Ferry from here?
or Yàuh nǐdouh, dím heui Tīnsīng Máhtàuh a?

---

7. Expansion Drill

Ex: T: /Wíhngōn Gūngsī/ — T: The WingŌn Company
S: Chéng mahn néih, dím heui Wíhngōn Gūngsī a? — S: Can you please tell me how to get to the WingŌn Company?

1. /Jùnggwok Jáugā/ — 1. Chéng mahn néih, dím heui Jùnggwok Jáugā a?
2. /Jùngwàahn Gàaisíh/ — 2. Chéng mahn néih, dím heui Jùngwàahn Gàaisíh a?
3. /Tīnsīng Máhtàuh/ — 3. Chéng mahn néih, dím heui Tīnsīng Máhtàuh a?
4. /Gáulùhng Wíhngōn Gūngsī/ — 4. Chéng mahn néih, dím heui Gáulùhng Wíhng Ōn Gūngsī a?
5. /Nèihdēun Douh/ — 5. Chéng mahn néih, dím heui Nèihdēun Douh a?

---

8. Alteration Drill

Ex: T: Gwo sàam gàan, jauh dou laak. — T: Pass three buildings, then (you) arrive. (i.e., It's just 3 buildings away.)
S: Gwojó daih sàam gàan, jauh dou laak. — S: When you've passed the third building, then you're there.

+ 1. Gwo sàam go gàaiháu, jauh dou laak.
Pass three intersections [street-mouth], and there it is. — 1. Gwojó daih sàam go gàaiháu, jauh dou laak.
When you've passed the third intersection, it's right there.
2. Gwo yāt gàan, jauh haih laak. — 2. Gwojó daih yāt gàan, jauh haih laak.
3. Gwo sàam gàan, jauh jyun jó. — 3. Gwojó daih sàam gàan, jauh jyun jó.

4. Gwo sei go gàaiháu, jauh jyun yauh.
4. Gwojó daih sei go gàaiháu, jauh jyun yauh.

5. Gwo léuhng gàan, jauh táidóu laak.
5. Gwojó daih yih gàan, jauh táidóu laak.

6. Gwo sàam go gàaiháu, jauh tīhng lā.
6. Gwojó daih sàam go gàaiháu, jauh tīhng lā.

Comment: -jó may be added to gwo in left hand column, but not subtracted from right hand. Instead of gwojó on right, hàahngdou is permissable.

---

9. Alteration Drill

Ex: T: Gwojó Méihgwok Jáudim, jauh jyun yauh.
T: After you pass the Hilton, turn right.

S: Méihgwok Jáudim gwodī, jyun yauh.
S: Beyond the Hilton, turn right.

1. Gwojó Jùngwàahn Gàaisíh, jauh jyun yauh.
1. Jùngwàahn Gàaisíh gwodī, jyun yauh.

2. Gwojó Wíhngǒn Gūngsī, jauh haih laak.
2. Wíhngǒn Gūngsī gwodī, jauh haih laak.

3. Gwojó Màhnwàh Jáudim, jauh jyun jó.
3. Màhnwàh Jáudim gwodī, jyun jó.

4. Gwojó Nèihdēun Douh, jauh haih laak.
4. Nèihdēun Douh gwodī, jauh haih laak.

5. Gwojó daih sàam go gàaiháu, jauh jyun yauh.
5. Daih sàam go gàaiháu gwodī, jyun yauh.

---

10. Substitution Drill: Repeat the first sentence after the teacher, then substitute as directed.

1. M̀hgòi néih heui Jùngwàahn sín, yíhnhauh heui Gáulùhng. Please go to the Central District first, and after that go to Kowloon.
1. M̀hgòi néih heui Jùngwàahn sín, yíhnhauh heui Gáulùhng.

2. /Méihgwok Ngàhnhòhng/ /Jùngwàahn Gàaisíh/
2. M̀hgòi néih heui Méihgwok Ngàhnhòhng sín, yíhnhauh heui Jùngwàahn Gàaisíh.

3. /Màhnwàh Jáudim/ /Wíhngǒn Gūngsī/
3. M̀hgòi néih heui Màhnwàh Jáudim sín, yíhnhauh heui Wíhngǒn Gūngsī.

4. /Jùnggwok Jáugā/
/Tīnsīng Máhtàuh/

4. Mhgòi néih heui Jùnggwok Jáugā sin, yihnhauh heui Tīnsīng Máhtàuh.

5. /séjihlàuh/fàan ūkkéi/

5. Mhgòi néih heui séjihlàuh sin, yihnhauh fàan ūkkéi.

---

11. Expansion Drill

1. /heui máaih yéh/
/fàan hohk/

1. Ngóh séung heui máaih yéh sin, yihnhauh fàan hohk.
I think I'll go shopping first, and after that go to school.

2. /heui yám chàh/fàan gùng/

2. Ngóh séung heui yám chàh sin, yihnhauh fàan gùng.

3. /heui taam Wòhng Táai/
/heui wán Léih Síujé/

3. Ngóh séung heui taam Wòhng Táai sin, yihnhauh heui wán Léih Síujé.

4. /heui Jùngwàahn Gàaisíh/
/fàan ūkkéi/

4. Ngóh séung heui Jùngwàahn Gàaisíh sin, yihnhauh fàan ūkkéi.

5. /yám bùi chàh/
/chēutheui mùhnháu dáng kéuih/

5. Ngóh séung yám bùi chàh sin, yihnhauh chēutheui mùhnháu dáng kéuih.

++ 6. /wuhn sāam/dá dihnwá giu chē/
/change clothes/phone for a cab/

6. Ngóh séung wuhn sāam sin, yihnhauh dá dihnwá giu chē.
I'll change clothes first, and after that call for a cab.

---

12. Expansion Drill

Ex: 1. T: /deihhá/yih láu/ T: /ground floor/1st floor/

S: Ngóh yàuh deihhá hàahng séuhng (heui) yih láu. S: I walked from the ground floor up to the 1st floor.

2. T: /sàam láu/yih láu/ T: /2nd floor/1st floor/

S: Ngóh yàuh sàam láu hàahng lohk (heui) yih láu. S: I walked from the 2nd floor down to the 1st floor.

1. /yih láu/deihhá/

1. Ngóh yàuh yih láu hàahng lohk (heui) deihhá.

2. /sàam láu/ńgh láu/ — 2. Ngóh yàuh sàam láu hàahng séuhng (heui) ńgh láu.

3. /luhk láu/sei láu/ — 3. Ngóh yàuh luhk láu hàahng lohk (heui) sei láu.

4. /chāt láu/baat láu/ — 4. Ngóh yàuh chāt láu hàahng séuhng (heui) baat láu.

5. /baat láu/luhk láu/ — 5. Ngóh yàuh baat láu hàahng lohk (heui) luhk láu.

---

13. Expansion Drill: Students should gesture the directions.

Ex: T: Ngóh hái sàam láu. /sei láu/ — I am on the 2nd floor. /3rd floor/

S: Ngóh hái sàam láu, yihgā séuhng sei láu. — I am on the 2nd floor, now I'm going up to the 3rd floor.

1. Ngóh hái yih láu. /sàam láu/ — 1. Ngóh hái yih láu, yihgā séuhng sàam láu.

2. Ngóh hái sàam láu. /yih láu/ — 2. Ngóh hái sàam láu, yihgā lohk yih láu.

3. Ngóh hái deihhá. /yih láu/ — 3. Ngóh hái deihhá, yihgā séuhng yih láu.

4. Ngóh hái yih láu. /deihhá/ — 4. Ngóh hái yih láu, yihgā lohk deihhá.

5. Ngóh hái deihhá. /sei láu/ — 5. Ngóh hái deihhá, yihgā séuhng sei láu.

---

14. Expansion Drill

Ex: T: Ngóh hái Dākfuh Douh Jùng. /Wihng Ōn Gūngsī/ — T: I am at Des Voeux Road Central. /Wing On Company/

S: Ngóh hái Dākfuh Douh Jùng, yihgā ngóh yahpheui Wihng Ōn Gūngsī dáng néih. — S: I'm at Des Voeux Road Central, now I'm going into Wing On Company to wait for you.

1. Ngóh hái Dākfuh Douh Jùng. /Jùngwàahn Gàaisíh/ — 1. Ngóh hái Dākfuh Douh Jùng, yihgā ngóh yahpheui Jùngwàahn Gàaisíh dáng néih.

2. Ngóh hái Wíhng Ōn Gūngsī.
/Dākfuh Douh Jùng/

2. Ngóh hái Wíhng Ōn Gūngsī, yíhgā ngóh chēutheui Dākfuh Douh Jùng dáng néih.

3. Ngóh hái Méihgwok Ngàhnhòhng.
/Daaih Douh Jùng/

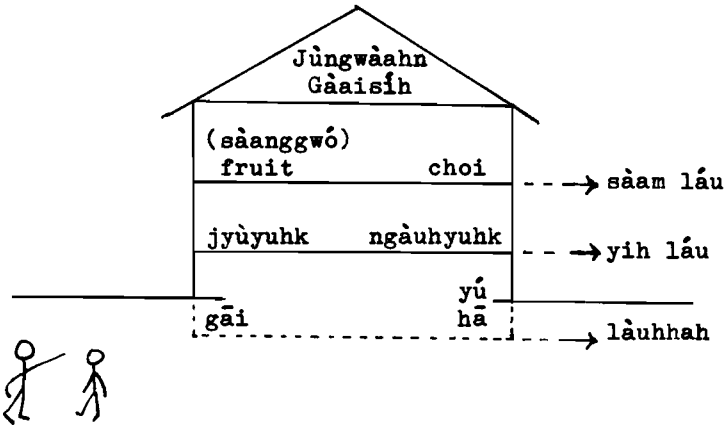
3. Ngóh hái Méihgwok Ngàhnhòhng, yíhgā ngóh chēutheui Daaih Douh Jùng dáng néih.

4. Ngóh hái Daaih Douh Jùng.
/Méihgwok Ngàhnhòhng/

4. Ngóh hái Daaih Douh Jùng, yíhgā ngóh yahpheui Méihgwok Ngàhnhòhng dáng néih

---

15. Response Drill: Do the right hand column of this drill first as a Listen & Repeat drill, teacher writing picture on blackboard & pointing to appropriate section as he speaks, students repeating after him.



1. Maaih gāi gó go bouhfahn hái bīndouh a?
1. Làuhhah jósáubihn.

2. Maaih choi gó go bouhfahn hái bīndouh a?
2. Sàam láu yauhsáubihn.

3. Bīndouh yáuh píhnggwó tùhng cháang maaih a?
3. Sàam láu jósáubihn.

4. Bīndouh yáuh jyùyuhk maaih a?
4. Yih láu jósáubihn.

5. Maaih hā gó go bouhfahn hái bīndouh a?
5. Làuhhah yauhsáubihn.

6. Bīndouh yáuh yú maaih a?
6. Làuhhah yauhsáubihn.

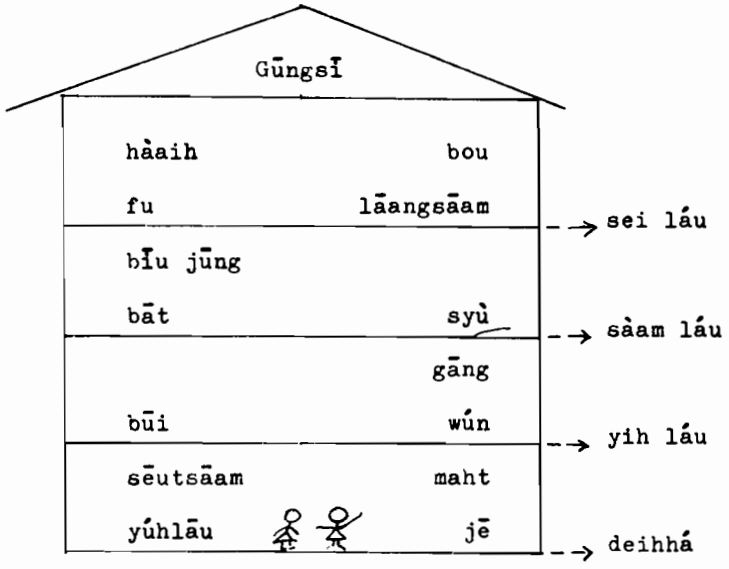
7. Bīndouh yáuh ngàuhyuhk maaih a?
7. Yih láu yauhsáubihn.

Comment: Central Market has three floors, the lowest of which is below the level of the street on the Queen's Road

Central side. Thus làuhhah instead of deihhá.

---

16. Response Drill



Ex: 1. T: Máaih hàaih séuhng géi láu a? T: What floor do I go up to buy shoes?

S: Séuhng sei láu lā. S: Go up to the 3rd floor.

2. T: Máaih jē hái géi láu a? T: What floor do you buy umbrellas on?

S: Hái deihhá. S: On the ground floor.

1. Máaih lāangsāam séuhng géi láu a?
2. Máaih bāt séuhng géi láu a?
3. Máaih jē hái géi láu a?
4. Máaih syù hái géi láu a?
5. Máaih hàaih séuhng géi láu a?
6. Máaih bīu séuhng géi láu a?
7. Máaih sēutsāam hái géi láu a?
8. Máaih bou hái géi láu a?
9. Máaih būi hái géi láu a?
10. Máaih fu séuhng géi láu a?

1. Séuhng sei láu lā!
2. Séuhng sàam láu lā!
3. Hái deihhá.
4. Hái sàam láu.
5. Séuhng sei láu lā!
6. Séuhng sàam láu lā!
7. Hái deihhá.
8. Hái sei láu.
9. Hái yih láu.
10. Séuhng sei láu lā!

11. Máaih maht hái géi láu a?	11. Hái deihhá.
12. Máaih gāng séuhng géi láu a?	12. Séuhng yih láu lā!
13. Máaih wún séuhng géi láu a?	13. Séuhng yih láu lā!
14. Máaih yúhlāu hái géi láu a?	14. Hái deihhá.
15. Máaih jūng séuhng géi láu a?	15. Séuhng sàam láu lā!

IV. CONVERSATIONS FOR LISTENING

(On tape. Refer to wordlist below as you listen.)

Unfamiliar terms, in order of occurrence:

1) yáuh yuhng = useful

V. SAY IT IN CANTONESE

A. Say to the classmate sitting next to you:	B. And he responds:
1. Where did we read to last time?	1. We read to page 300.
2. What lesson did we read last time?	2. Lesson 14.
3. Could you please tell me how to get to the Mandarin Hotel?	3. Go straight, and when you get to the 3d intersection, turn left. Go two blocks and you'll be there.
4. How do you get to the Central Market from here?	4. Turn left at the next intersection and it's two blocks down.
5. (in a dept store:) Where is the umbrella department?	5. On the ground floor.
6. Where is the shoe department?	6. Go up to the 1st floor.
7. I'm going down to the ground floor to buy a raincoat I'll wait for you there, OK?	7. Wait just a sec, and I'll go with you.
8. Turn left just beyond the library.	8. You can't turn in there-- I'll stop at the intersection, OK?
9. What's for sale on the 4th floor?	9. Sweaters and shoes and fabrics.
10. Go up to the 3d floor first, then go down to the 1st floor.	10. OK, want to come with me?

11. Could you please tell me how to get to the Wing On Company from here?	11. From here you go straight, after you pass the 2d intersection, it's the 1st building on the right.
12. When you get to Queens Road Central, turn left.	12. Thanks a lot.
13. Your father is waiting for you upstairs.	13. What does he want, do you know?
14. My glasses are downstairs--would you go down and get them for me?	14. OK. Downstairs where?
15. Your boy friend is outside waiting for you.	15. Please ask him to come in.

Vocabulary Checklist for Lesson 15

1. bouhfahn	n:	department (in a store)
2. chéng...	v:	please (+ verb); invite
3. chēut	v:	out
4. chēutheui	v:	go out
5. chēutlàih	v:	come out
6. chēutbihn	PW:	outside, exterior
7. dá dihnwá giu chē	VP:	phone for a cab
8. dáhòi	v:	open (as of a book)
9. daih-	bf:	ordinal number marker: -st, -nd, -rd, -th.
10. daihyāt	Ph:	the first
11. deihhá	PW:	ground, ground floor
12. -dou	Vsuf:	suffix to verbs of motion, indicating arrival at goal
13. duhk	v:	read
14. duhkdou...	v:	read to...
15. fo	m:	lesson
16. gàaiháu	n/PW:	street opening, i.e. intersection
17. gàaisíh	n/PW:	food market
18. hàahng	v:	walk; go
19. hahbihn	PW:	below; under
20. hái	prep:	from

21. -heui	Vsuf:	attaches to verbs of motion, indicating direction away from speaker
22. -jó	Vsuf:	verb suf. indicating 'accomplish the performance'
23. Jùngwàahn Gàaisíh	PW:	Central Market
24. -làih	Vsuf:	attaches to verbs of motion, indicating direction towards the speaker
25. làuhhah	PW:	[floor-below] downstairs
26. làuhseuhng	PW:	[floor-above] upstairs
27. lohk	v:	descend
28. lohkheui	v:	go down
29. louhyàhn	n:	pedestrian
30. séuhng	v:	ascend
31. seuhngbihn	PW:	above; on top
32. seuhngchi	TW:	last time
33. ...sìn, yíhnhauh...	PCj:	...first, then...
34. wuhn sāam	VO:	change clothes
35. yàhn	n:	someone
36. yàuh	prep:	from
37. yíhn(jí)hauh	Cj:	afterwards, then
38. yihp	m:	page

IV. CONVERSATIONS FOR LISTENING

Lesson Two

1. At a party:

   Man : Síujé gwaising a?

   Woman: Ngóh sing Chàhn. Sīnsàang gwaising a?

   Man : Síusing Hòh. Chàhn síujé haih mhhaih Gwóngdùngyàhn a?

   Woman: Mhhaih a. Ngóh haih Seuhnghóiyàhn. Néih nē? Néih haih mhhaih Méihgwokyàhn a?

   Man : Haih a. Ngóh haih Méihgwokyàhn.

2. At the first day of school, students are getting acquainted:

   First student: Néih sing mēyéh a?

   Second student: Ngóh sing Wòhng.

   First student: Néih pàhngyáuh nē?

   Second student: Kéuih dōu haih sing Wòhng ge.

   First student: Néih haih mhhaih Gwóngdùngyàhn a?

   Second student: Haih.

   First student: Néih pàhngyáuh haih mhhaih dōu haih Gwóngdùngyàhn a?

   Second student: Mhhaih a. Kéuih haih Seuhnghóiyàhn.

Lesson Three

The following conversations take place among some university students between classes.

1. A: Léih Sàang sīk mhsīk góng Yahtbúnwá a?

   B: Sīk sèsíu.

   A: Gám, kéuih sīk mhsīk góng Yingmán nē?

   B: Dōu sīk sèsíu.

   A: Bīngo gaau kéuih góng Yingmán ge nē?

   B: Haih Wòhng Sàang gaau kéuih ge.

2. A: Néih sīk mhsīk góng Gwokyúh a?

   B: Deuimhjyuh. Ngóh tèng mhchingchó - mhgòi néih joi góng yātchi.

   A: Néih sīk mhsīk góng Gwokyúh a?

   B: Sīk sèsíu jē.

   A: Gám, néih sīk mhsīk Yingmàhn nē?

   B: Sīk góng, mhsīk sé. Néih nē?

   A: Ngóh dōu mhsīk. 'Yāt yih sàam' dōu mhsīk góng.

IV. CONVERSATIONS FOR LISTENING

Lesson Two

1. At a party:

   Man : Síujé gwaising a?

   Woman: Ngóh sing Chàhn. Sīnsàang gwaising a?

   Man : Síusing Hòh. Chàhn síujé haih mhhaih Gwóngdùngyàhn a?

   Woman: Mhhaih a. Ngóh haih Seuhnghóiyàhn. Néih nē? Néih haih mhhaih Méihgwokyàhn a?

   Man : Haih a. Ngóh haih Méihgwokyàhn.

2. At the first day of school, students are getting acquainted:

   First student: Néih sing mēyéh a?

   Second student: Ngóh sing Wòhng.

   First student: Néih pàhngyáuh nē?

   Second student: Kéuih dōu haih sing Wòhng ge.

   First student: Néih haih mhhaih Gwóngdùngyàhn a?

   Second student: Haih.

   First student: Néih pàhngyáuh haih mhhaih dōu haih Gwóngdùngyàhn a?

   Second student: Mhhaih a. Kéuih haih Seuhnghóiyàhn.

Lesson Three

The following conversations take place among some university students between classes.

1. A: Léih Sàang sīk mhsīk góng Yahtbúnwá a?

   B: Sīk sèsíu.

   A: Gám, kéuih sīk mhsīk góng Yingmán nē?

   B: Dōu sīk sèsíu.

   A: Bīngo gaau kéuih góng Yingmán ge nē?

   B: Haih Wòhng Sàang gaau kéuih ge.

2. A: Néih sīk mhsīk góng Gwokyúh a?

   B: Deuimhjyuh. Ngóh tèng mhchingchó - mhgòi néih joi góng yātchi.

   A: Néih sīk mhsīk góng Gwokyúh a?

   B: Sīk sèsíu jē.

   A: Gám, néih sīk mhsīk Yingmàhn nē?

   B: Sīk góng, mhsīk sé. Néih nē?

   A: Ngóh dōu mhsīk. 'Yāt yih sàam' dōu mhsīk góng.

3. A: Néih gaau bīngo Gwóngdùngwá a?
   B: Ngóh gaau Wòhng Táai.
   A: Kéuih haih mhhaih Méihgwokyàhn a?
   B: Mhhaih. Kéuih haih Yìnggwokyàhn.
   A: Kéuih sīk mhsīk sé Jùngmàhn nē?
   B: Mhsīk. Kéuih hohk góng, daahnhaih mhhohk sé.
   A: Kéuih hohk mhhohk Gwokyúh a?
   B: Ngóh mhjīdou a.

Lesson Four

1. Man : Ngóh go bīu maahn sèsíu. Néih go haih mhhaih a?
   Woman: Mhhaih. Ngóh go haih jéun ge.
   Man : Gám, yìhgā géidímjūng a?
   Woman: Yìhgā ngāamngāam sahpyih dím.
   Man : Ngóh go bīu yìhgā haih sahpyāt dím daahp sahp.
   Woman: Gám, néih go maahn léuhnggojih.

2. Woman: Yìhgā haih mhhaih baat dím sàamgogwāt a?
   Man : Mhhaih. Ngóh go bīu yìhgā haih baat dím daahp baat jē.
   Woman: Néih go bīu jéun mhjéun a?
   Man : Jéun. Mhfaai mhmaahn.
   Woman: Gám, ngóh go faai yāt go jih.
   Man : Waahkjé haih.

3. Woman: Jóusàhn, Wòhng Sàang. Néih jí mhjí yìhgā géidímjūng a?
   Man : A, jóusàhn, Chàhn Síujé. Ngóh go bīu yìhgā haih gáu dím daahp yāt.
   Woman: Néih go bīu haih mhhaih faai sèsíu a?
   Man : Waahkjé haih. Ngóh mhjí.
   Woman: Néih jí mhjí Léih Táai géidímjūng hohk Gwóngdùngwá a?
   Man : Ngóh jīdou. Haih sahp dím bun.

Lesson Five

1. Two friends in a coffee shop deciding what to have for a mid-afternoon tea:
   A: Néih yám mēyéh a?
   B: Ngóh yám gafē. Néih nē?

A: Ngóh yám chàh. Sihk mhsihk béng a?

B: Hóu aak.

A: Néih géidímjūng yiu jáu a?

B: Sei dím.

A: Jànhaih gam faai yiu jáu mē?

B: Haih a, jànhaih.

2. A hostess is entertaining a new acquaintance at tea:

Hostess: Yám chàh lā.

Guest: Hóu, mhgòi.

Hostess: Sihk béng lā.

Guest: Hóu aak, mhgòi.

Hostess: Sihk yín lā.

Guest: Síu sihk. Mhsái haakhei.

Hostess: Néih haakhei jē.

3. At lunchtime Mrs. Wong instructs her servant about the work for the rest of the day:

Mrs. Wong: Ngóh tùhng Wòhng Sàang sàam dím bun yiu yám chàh.

Servant : Sihk mhsihk béng a?

Mrs. Wong: Sèsíu lā.

Servant : Gám, géidímjūng sihk faahn a?

Mrs. Wong: Baat dím lā.

Servant : Hóu aak.

Lesson Six

1. In a department store:

Clerk: Jóusàhn, séung máaih mēyéh a?

Customer: Ngóh séung máaih tíuh fu. NÍ léuhng tíuh yiu géidò chín a?

Clerk: NÍ tíuh sahpbaat mān, gó tíuh yahyih mān.

Customer: Gám, ngóh máaih nÍ tíuh lā.

2. In a department store:

Customer: NÍ gihn sēutsāam haih mhhaih yahsei mān a?

Clerk : Mhhaih. Haih yahgáu mān.

Customer: Gó gihn dōu haih yahgáu mān, haih mhhaih nē?

Clerk : Haih. Néih haih mhhaih léuhng gihn dōu máaih nē?

Customer: Mhhaih. Ngóh máaih nÍ gihn, mhmáaih gó gihn.

3. In a department store:

Clerk : Máaih mēyéh a?

Customer: Ngóh séung máaih sēutsāam. NÍ gihn géidò chín a?

Clerk : NÍ gihn sahpyih mān jē. Máaih géidò gihn nē?

Customer: Béi yāt gihn ngóh lā.

Lesson Seven

The following conversations take place between clerk and customer:

1. Clerk : Máaih mēyéh a?

Customer: Ngóh séung máaih bējáu. Géidō chín jí a?

Clerk : Go baat ngàhnchín. Oi géidō jí a?

Customer: Oi léuhng jí.

Clerk : Sái mhsái máaih yínjái a?

Customer: Hóu, béi bāau ngóh lā!

2. Customer: NÍ dÍ bou géidō chín máh a?

Clerk : Yahsàam go bun. Néih yiu géido máh a?

Customer: Ngóh mhyiu laak. Gó dÍ nē? Géidō chín máh a?

Clerk : Gó dÍ sahpsàam go bun ngàhnchín máh. Néih máaih mhmáaih a?

Customer: Hóu. Ngóh oi léuhng máh.

Clerk : Yahchāt mān léuhng máh lā.

3. Clerk : Máaih mēyéh a?

Customer: Ngóh séuhng máaih dÍ ngàuhyuhk. Dím maaih nē?

Clerk : NÍ dÍ sei go baat ngàhnchín gàn. Gó dÍ chāt go bun ngàhnchín gàn.

Customer: Béi sàam gàn gó dÍ ngóh lā.

Clerk : Sàam gàn yahyih go bun.

Customer: Ngóh dōu séung oi léuhng gàn nÍ dÍ.

Clerk : Hóu aak, gán go luhk ngàhn chín lā.

Lesson Eight

1. In a department store:

Clerk : Jóusàhn. Séung máaih mēyéh a?

Customer: Yáuh móuh baahk sēutsāam a?

Clerk : Haih mhhaih néih jeuk ga?

Customer: Haih.

Clerk : Néih jeuk géidō houh a?

Customer: Sàamsahp luhk, waahkjé sàamsahp baat.

Clerk : NÍ gihn haih sàamsahpluhk.

Customer: NÍ gihn mhgau daaih. Yáuh móuh sàamsahpbaat ge nē?

Clerk : Deuimhjyuh - sàamsahpbaat ge maaihsaai laak.

2. In a department store:

Customer: Yáuh móuh baahk hàaih maaih a?

Clerk : Yáuh. Néih jùng mhjùngyi nÍ deui nē?

Customer: Géi leng. Géi(dō) chín deui a?

Clerk : NÍ deui haih Méihgwok hàaih. Chāt'ahgáu mān deui.

Customer: Yáuh móuh pèhngdÍ ge nē?

Clerk : Yáuh. Gó deui haih Yahtbún hàaih. Yahńgh mān deui jē.

Customer: Mhgòi néih béi deui Yahtbún ge ngóh lā.

Clerk : Hóu aak.

3. In a department store:

Customer: Yáuh móuh maht a?

Clerk : Yáuh. NÍ dÍ néih jùng mhjùngyi nē?

Customer: Géi jùngyi. Dím maaih a?

Clerk : Luhk go bun ngàhnchín deui. Néih jeuk géi houh a?

Customer: Mhjí - Ngóh jeuk luhk houh ge Méihgwok hàaih.

Clerk : Gám, gáu houh lā. Néih séung máaih géidō deui a?

Customer: Béi sàam deui ngóh lā.

Clerk : Hóu aak. Oi mhoi hàaih nē?

Customer: Mhoi laak. Mhgòi.

4. At a grocery store:

Customer: Yáuh móuh tòhng maaih a?

Clerk : Yáuh. Máaih géidō bohng nē? Ńgh bohng gau mhgau a?

Customer: Mhsái gam dò. Léuhng bohng gau laak. A! Ngóh séung oi dÍ ngàuhyuhk, dím maaih a?

Clerk : Sei go baat ngàhnchín gàn.

Customer: Béi yāt gàn ngóh lā.

Clerk : Hóu.

Lesson Nine

1. Mr. Wong phones Mrs. Ho:

Amah : Wéi.

Caller : Haih mhhaih chāt-sàam-lìhng-sei-ńgh-lìhng a?

Amah : M̀hgòi néih daaihsēngdī. Ngóh tèng mhchìngchó.

Caller : Chāt-sàam-lìhng-sei-ńgh-lìhng, haih mhhaih a?

Amah : Haih. Wán bīngo a?

Caller : M̀hgòi néih giu Hòh Táai tèng dihnwá lā.

Amah : Hóu. Dáng (yāt)ján.

Mrs. Ho: Wéi.

Caller : Hòh Táai, jósàhn.

Mrs. Ho: Jósàhn.

Caller : Ngóh haih Wòhng Sàang a. Néih jì mhjì Chàhn Sīnsàang ge dihnwá géidò houh a?

Mrs. Ho: A! Jì. Kéuih ge dihnwá haih ńgh sei sàam yih yāt lìhng.

Caller : Hóu, mhgòi.

Mrs. Ho: M̀hsái mhgòi.

2. Mr. Wong calls a businessman at his office:

Secretary: Wái.

Caller : Wái. Haih mhhaih sàam baat luhk lìhng ńgh gáu a?

Secretary: Haih. Wán bīnwái nē?

Caller : Ngóh séung wán Léih Sàang tèng dihnwá.

Secretary: Deuimhjyuh laak. Kéuih chēutjó gāai bo.

Caller : Gám, kéuih géidímjūng fàanlàih nē?

Secretary: Léuhng dím lèhng jūng gamseuhnghā lā.

Caller : Hóu. M̀hgòi néih.

Secretary: M̀hsái mhgòi.

3. Mr. Ho telephones Mr. Chan:

Amah : Wéi. Wán bīngo a?

Caller: Wái. M̀hgòi néih giu Chàhn Sīnsàang tèng dihnwá lā.

Amah : Kéuih fàanjó gùng bo. Gwaising wán kéuih a?

Caller: Sing Hòh ge. Kéuih géisih fàanlàih nē?

Amah : M̀hjì bo.

Caller: Dáng kéuih fàanlàih mhgòi néih giu kéuih dá dihnwá béi ngóh lā. Ngóh ge dihnwá haih....

Amah : M̀hgòi néih dáng yātjáh; ngóh lóu jí bāt sin. Wéi, néih ge dihnwá haih....

Caller: Chāt-yāt-yāt-yih-lìhng-chāt.

Amah : Hóu lā. Kéuih fàanlàih, ngóh giu kéuih dá béi néih lā.

Lesson Ten

1. Asking directions:

A: Chéng mahn TĪnsĪng Máhtàuh hái bĪndouh a?

B: Hái Màhnwàh Jáudim deuimihn.

A: Ngóh m̀hjí Màhnwàh Jáudim hái bĪndouh bo.

B: Nē -- hái gó bihn gó gàan - néih tái m̀htáidóu a?

A: A, táidóu. M̀hgòisaai.

B: M̀hsái m̀hgòi.

2. Two friends discuss restaurants:

A: Néih séjihlàuh hái m̀hhái Hèunggóng nĪ bihn a?

B: Hái. Hái Daaih Douh Jūng.

A: Gódouh jógán yáuh móuh hóu ge chàhlàuh a?

B: Yáuh. Ngóh séjihlàuh gaaklèih yáuh gàan hóu hóu ga. Ngóh hóu jungyi hái gódouh yám chàh ga.

A: Ngóh séjihlàuh jógán ge chàhlàuh dōu m̀hhaih géi hóu, daahnhaih yáuh gàan géi hóu ge chāansāt. Ngóh jùngyi hái gódouh sihk ngaan.

3. Mrs. Ho compliments Miss Wong on her sweater:

Mrs. Ho : Néih gihn lāangsāam hóu leng. Hái bĪndouh máaih ga?

Miss Wong: Hái Jùngwàahn yāt gàan gūngsĪ máaih ge.

Mrs. Ho : BĪn gàan nē?

Miss Wong: Hái ngóh séjihlàuh gaaklèih gó gàan.

Mrs. Ho : Haih m̀hhaih hái chējaahm deuimihn a?

Miss Wong: Haih. Haih gó gàan.

4. Mr. Ho calls Mr. Lee on the phone:

Léih Sàang: Wéi.

Hòh Sàang : Léih Sàang àh.

Léih Sàang: Haih a, bĪn wái a?

Hòh Sàang : Ngóh haih Hòh Yaht-sĪn a. Néih jí m̀hjí Méihgwok Jáudim

hái bīndouh a? Yáuh go pàhngyáuh yātjáan sàam dím hái gódouh dáng ngóh. Kéuih wáh ngóh ji Méihgwok Jáudīm hái Seuhnghói Ngàhnhòhng gàakléih, daahnhaih ngóh wán mhdóu.

Léih Sàang: Méihgwok Jáudim mhhaih hái Seuhnghói Ngàhnhòhng gaaklèih. Hái Jùnggwok Ngàhnhòhng deuimihn. Néih jí mhjí Jùnggwok Ngàhnhòhng hái bīndouh a?

Hòh Sàang : O. Gám, ngóh jí laak. Mhgòisaai. Joigin.

1) yātjáan = dángyātjahn = 'in a little while'

2) wán mhdóu = can't find it, search but not successful

Lesson Eleven

1. A clerk totals the bill for a customer at a grocery store:

Clerk : Sei jí bējáu, luhk jí heiséui, sahp go cháang...sahpsàam go yih lā.

Customer: Nàh, nīdouh yāt baak mān.

Clerk : Hóu, dáng ngóh jáaufàan béi néih lā. Aiya, deuimhjyuh, mhgau sáanjí tim. Néih yáuh móuh sáanjí a?

Customer: Ngóh dōu móuh bo.

Clerk : Gám, mhgòi néih dáng jahn, ngóh wán yàhn cheunghòi kéuih lā.

Customer: Hóu lā.

Clerk : Nīdouh jáaufàan baatsahpluhk go baat béi néih.

Customer: Néih yáuh móuh yāt mān ngán a?

Clerk : Yáuh, néih séung yiu géidō nē?

Customer: Mhgòi néih cheung sahp mān ngóh lā.

Clerk : Hóu.

Customer: Mhgòisaai.

2. At the teller's window in the bank Mr. Wong puts down a $500 bill and says:

Mr. Wòhng: Mhgòi néih tùhng ngóh cheunghòi kéuih lā!

Teller : Cheung géidō a? Haih mhhaih ngoisaai sahp mān jí a?

Mr. Wòhng: Mhhaih. Oi sei jèung yāt baak mān jí, sahp jèung sahp mān.

Teller : Mhgau sahp mān jí bo. Oi gáu jèung sahp mān jí, sahp go yāt mān ngán, hóu mhhóu a?

Mr. Wòhng: Hóu, oi dī sáangán dōu hóu.

1) oi = here: to have in your possession

3. Talking about a borrowed book:

A: Néih gàmyaht mhgeidāk daai gó bún syù fàanlàih béi ngóh a?

B: Aiya! Mhgeidāk tim! Jànhaih deuimhjyuh laak! Néih géisíh (géisí) yiu yuhng a?

A: Ngóh dáng jahn yiu ga. Yātjáan ngóh hohk Yingmán móuh syù tái, mhdāk ge bo!

B: Gám, ngóh yihgā fàan ūkkéi ló béi néih lā.

A: Yiu fàan ūkkéi ló àh. Mhhóu laak. Néih jí mhjí nídouh bīngo yáuh nī bún syù hóyíh jejyuh béi ngóh sín ga?

B: A! Chàhn Sàang dōu yuhng gó bún syù hohk Yingmán, dáng ngóh giu kéuih je béi néih lā.

A: Hóu aak! Mhgòisaai.

1) gàmyaht = today

2) yātjáan = dángyātjahn = 'in a little while'

Lesson Twelve

1. Two women meet in the elevator of their apartment building. One woman has her daughter with her:

Wòhng Táai: A, Léih Táai, tùhng gó néui heui bīn a?

Léih Táai : Ngóh daai kéuih heui tái yīsāng a.

Wòhng Táai: Mēyéh sih a?

Léih Táai : Kéuih mhséung sihk faahn lòh.

Wòhng Táai: Néih daai kéuih heui tái bīn go yīsāng a?

Léih Táai : Ngóh sīnsàang giu ngóh daai kéuih tái Jèung Yīsāng. Kéuih haih ngóhdeih gè pàhngyáuh.

Wòhng Táai: Bīn go Jèung Yīsāng a? Haih mhhaih Seuhnghói Ngàhnhòhng gó go a?

Léih Táai : Móuh cho, haih kéuih laak.

Wòhng Táai: Gám, ngóh sung néihdeih heui lā. Ngóh ngāamngāam yiu heui ngàhnhòhng ló chín.

Léih Táai : Hóu aak. Mhgòisaai bo.

1) bīn = bīndouh?

2) Mēyéh sih a? = What's the matter?

3) lòh = sen. suf. expressing sympathy

4) ngāamngāam = just now, just on the point of, just

2. Two men on their way to the bus stop. They have just finished work:

A: Néih haih mhhaih fàan ūkkéi a?

B: Mhhaih, ngóh yihgā yiu heui ngóh néuipàhngyáuh ūkkéi taam kéuih màhmā.

A: Kéuih màhmā yáuh mēyéh sih a?

B: Móuh mēyéh sih. Kéuih giu ngóh heui kéuihdeih douh sihk faahn jē.

A: O--kéuihdeih jyuh hái bīn a?

B: Kéuihdeih ngāamngāam jyuh hái néih hauhbihn.

A: Haih mē? Gám, ngóh sung néih heui lā.

B: M̀hgòisaai.

1) Yáuh mēyéh sih a? = What's going on?

2) Móuh mēyéh sih = Nothing special.

3. Mr. and Mrs. Lee at home:

Léih Táai : Ngóh yātjáan yiu heui gūngsī máaih yéh. Néih yáuh móuh chín a?

Léih Sàang: Ngóh dāk sèsíu ja. Ngóh ngāamngāam séung heui ngàhnhòhng ló chín. Néih géidímjūng chēutgāai a?

Leih Táai : Hmmm...Ngóh yiu dáng Hòh Táai dihnwá bo.

Léih Sàang: Gám...Ngóh yihgā heui ngàhnhòhng ló chín sin. Néih yātjáan làih ngóh séjihlàuh ló chín, hóu m̀hhóu a?

Léih Táai : Hóu! ...A, ...néih yáuh móuh yéh yiu máaih a?

Léih Sàang: Móuh laak.

1) ngāamngāam séung heui = just thinking of going

2) yātjáan = in a little while

Lesson Thirteen

1. Two girls driving in a car talk about a young man they see:

A: Hái hāak sīk gó ga chē hauhbihn gó go yàhn haih m̀hhaih néih pàhngyáuh a?

B: Haih bo! M̀hgòi néih fàanjyuntàuh lā. Ngóh yáuh dī yéh séung wah kéuih jī ge.

A: Hóu aak. Kéuih haih m̀hhaih sing Jèung ga?

B: M̀hhaih, kéuih sing Chàhn ge.

A: Kéuih giujouh mēyéh méng a?

B: Kéuih giujouh Gwok-wàh.

A: Chàhn Gwok-wàh...Hmm...Gám, m̀hhaih laak.

B: M̀hhaih mēyéh a?

A: Kéuih m̀hhaih Léih Síujé ge nàahmpàhngyáuh laak.

2. A young girl calls home:

Wòhng Táai: Wéi!

Siu-Yīng : Wéi, màhmā àh? Ngóh haih Siu-Yīng a. Ngóh yihgā hái Màhnwàh Jáudim yám chàh. Néih làih mhlàih a?

Wòhng Táai: Néih tùhng bīngo yám chàh a?

Siu-Yīng : Ngóh tùhng Hòh Méi-Wàh. Nīdouh dī béng hóu leng ga. Néih làih lā.

Wòhng Táai: Néih yáuh pàhngyáuh hái douh, ngóh mhlàih la.

Siu-Yīng : Làih lā, màhmā, ngóh séung néih yātjáh tùhng ngóh heui máaih yéh a.

Wòhng Táai: Gám àh, sái mhsái ngóh jà chē làih ā?

Siu-Yīng : Nījógán hóu siu wái paak chē ge bo. Néih giu dīksí làih lā.

Wòhng Táai: Hóu lā, ngóh jauh làih laak.

1) yātjáh = in a little while

2) dīksí = taxi

3. Asking directions:

A: Chéng mahn nī tìuh haih mhhaih Daaih Douh Jùng a?

B: Mhhaih, néih hái nīdouh yātjihk heui, haahng dou daih sàam go gàaihàu gó tìuh jauh haih laak.

A: O, mhgòi.

(He goes on...)

A: Chéng mahn, Daaih Douh Jūng ńgh baak lihng sei houh hái mhhái nījógán a?

C: Ńgh baak lihng sei houh àh. Nē, chihnbihn yauhsáubihn daih sàam gàan jauh haih laak.

A: Gó douh yáuh móuh wái paak chē ga?

C: Hóu chíh móuh bo.

A: Hóu. Mhgòisaai.

1) gàaihàu = intersection [street-mouth]

2) hóu chíh = very likely..., most likely...

4. Passenger and taxi driver:

A: Mhgòi Néih Dèun Douh, ńgh baak yihsahp sei houh.

B: Hóu.

(They ride for awhile)

A: Gwojó daih yih go gàaihàu yauhbihn, tìhng chè lā.
Ei! Gwojó la, mhgòi néih tanhauh sèsíu lā.

B: O, mhdāk bo, hauhbihn yáuh chē làih, mhhóyíh tanhauh.

1) Ei! = mild exclamation

2) gwojó la = here: we've overshot it, we've passed it. gwo = pass by

A: Gám, joi sái gwodī, fàanjyuntàuh lā.

B: Dāk.

(The driver makes a U-turn at the intersection and goes back)

A: Hóu. Hái douh tīhng.

(He pays the driver $3 for the $2.70 ride)

M̀hsái jáau la.

B: Dòjeh.

1) sái = drive

Lesson Fourteen

1. Lunchtime:

Wòhng Sàang: A, Léih Síujé. Heui bīndouh a?

Léih Síujé : O, Wòhng Sàang. Ngóh ngāamngāam fòng gùng. Néih nē?

Wòhng Sàang: Ngóh ngāamngāam hái ngàhnhòhng ló chín fàanlàih. Sihk faahn meih a?

Léih Síujé : Meih a! Néih nē?

Wòhng Sàang: Ngóh dōu meih a, ngóh chéng néih heui sihk faahn lā, hóu m̀hhóu a?

Léih Síujé : Hóu aak, heui bīn gàan nē?

Wòhng Sàang: Gwóngjàu Jáugā dī yihm guhk gāi hóu leng ga, néih sihkgwo meih a?

Léih Síujé : Meih sihkgwo.

Wòhng Sàang: Gám, ngóhdeih heui siháh lā.

(They arrive at the restaurant)

Wòhng Sàang: Fógei! Ngóhdeih séung yiu jek yihm guhk gāi, mm...Léih Síujé, juhng yiu mēyéh choi tím nē?

Léih Síujé : Gaailáan cháau ngàuhyuhk lā, mm...yāt jek gāi taai dò, ngóhdeih sihk m̀hsaai, yiu bun jek jauh gau la, joi dím go sài yèuhng choi tòng, hóu m̀hhóu a?

Wòhng Sàang: A. Hóu, Léih Síujé jànhaih sīk dím choi ge laak. Fógei m̀hgòi néih faai dī bo.

1) ngāamgnāam = just now
2) fòng gùng = leave work, get off from work
3) yihm guhk gāi = salt-roasted chicken
4) gaailáan cháau ngàuhyuhk = stir fried beef and broccoli
5) taai = too
6) sài yèuhng choi tòng = watercress soup

Léih Síujé : Nīdouh dī choi jànhaih mhcho, ngóh dōu yiu daai ngóh māhmā làih sihán.

(They finish eating)

Wòhng Sàang: Fógei, màaihdāan.

Fógei : Sīnsàang, yahsàam mān lā!

Wòhng Sàang: Nīdouh yah ńgh mān, mhsái jáau laak.

Léih Síujé : Wòhng sīnsàang, dòjehsaai bo.

Wōhng Sàang: Mhsái haakhei.

2. Miss Lee takes her foreign friend to a restaurant for lunch:

A: Nī gàan jáugā mhcho ga. Dī yéh yauh pèhng yauh leng.

B: O. Haih mē?

A: Wai, fógei! Mhgòi néih ńng go choipáai làih táihán lā.

W: Hóu. Jauh làih.

A: Nīdouh yáuh Gwóngdùng choi, Seuhnghói choi. Néih séung sihk bīn yeuhng nē?

B: Ngóh séung sihán Gwóngdùng choi. Mhgòi néih gaaisiuhhán lā.

A: Gám, dím go yúhjyù, joi yiu go daaih hā. Hóu mhhóu a?

B: Hóu aak. Giu go Yèuhngjàu cháau faahn sihán lā.

A: Mmm...Néih séung oi go mēyéh tòng tìm nē?

B: Sàiyèuhngchoi tòng lā.

A: A, fógei, mhgòi ló dò léuhng jí heiséui làih lā.

B: Mmm, dī cháau faahn tùhng daaih hā jànhaih mhcho laak.

A: Sihk dōdī tìm lā! Mhhóu haakhei a.

B: Gau la! Dòjehsaai.

A: Fógei! Màaihdāan!

1) giu = order, call for (without having to look at a listed menu)

2) Yèuhngjàu cháau faahn = Yangchow fried rice

3) Sàiyèuhngchoi tòng = watercress soup

3. Deciding where to eat:

A: Néih jùngyi sihk mēyéh nē?

B: Néih wah lā, ngóh mēyéh dōu sihk gé.

A: Gám, néih séung sihk Jùngchoi yíkwaahk sāichāan nē?

B: Dōu dāk; néih wah lā.

A: Gam, ngóhdeih heui sihk Gwóngdùng choi, hóu mhhóu a?

B: Hóu! Néih jí mhjí bīndouh ge Gwóngdùng choi hóusihk a?

A: Jùnggwok Chàhlàuh ge géi hóu. Heui gódouh, hóu mhhóu a?

B: Hóu aak. Jà mhjà chē heui nē?

A: Mhsái la. Jùnggwok Chàhlàuh hái deuimihn jē. Ngóhdeih hàahng heui lā.

4. Time for lunch. Two women friends:

A: A! Yihgā jauh faai sahp-yih dím la. Ngóhdeih heui sihk aan sin, hóu mhhóu a?

B: Hóu aak!

A: Nīdouh jógán yáuh gàan hóu yáuh méng ge Gwóngdùng jáugā. Ngóh daai néih heui sihán lā.

B: Hóu a.

(In the restaurant a waiter gives them a menu card:)

Waiter: Léuhng wái séung dím dī mēyéh choi nē?

A : Wòhng Táai, néih jùngyi sihk dī mēyéh a?

B : Ngóh mhsīk dím ga. Néih gaaisiuh géi yeuhng jauh dāk la.

A : Gám, ngóh dím géi yeuhng nīdouh yáuh méng ge béi néih sihán lā. Fógei, yiu go gùlòu yuhk, yāt go daaih hā, dōu yiu sai ge.

B : Joi yiu yāt go jyùhuhk tòng, hóu mhhóu a?

A : Hóu aak! Fógei, juhng yiu yāt go jyùyuhk tòng tim. Faaidī bo.

Waiter: Hóu.

A : Wòhng Táai, sihk dōdī lā.

B : Gau la--nīdouh dī choi jànhaih mhcho bo!

A : Haih a. A! Yihgā jauh faai yāt dím bun la, ngóhdeih jáu la, hóu ma?

B : Hóu aak.

A : Fógei! Màaihdāan. (She pays the check, leaving a tip.)

Waiter: Dòjehsaai.

1) faai = soon, almost, approaching (preceding a time expression)

2) yáuh méng = famous

3) gùlòu yuhk = sweet & sour pork

4) dōu yiu sai ge = want both to be small portions

Lesson Fifteen

1. Asking directions:

A: Chéng mahn néih, Méihgwok Gūngsī hái bīndouh a?

B: Hái Dāk Fuh Douh Jùng.

A: Yàuh nīdouh dím heui a?

B: Hái nīdouh yātjihk hàahng, gwojó daih yih go gàaiháu, yihnhauh jyun yauh.

A: Jyun yauh jihauh nē?

B: Joi yātjihk hàahng, gwojó gàaisíh, jauh haih Dāk Fuh Douh Jùng. Heuidou gódouh, néih jauh táidóu ga laak.

A: Hóu, mhgòi.

B: M̀hsái mhgòi.

2. At a department store, looking for a friend who works there:

A: Chéng mahn, Léih Síu-lihng Síujé hái bīndouh a?

B: Léih Síu-lihng, kéuih hái bīn go bouhfahn jouh sih ga?

A: Hái maaih lāangsāam gó go bouhfahn.

B: O, haih laak. Kéuih wah ngóh jí yáuh wái sīnsàang yiu wán kéuih, yihgā kéuih hái yahpbihn dáng néih.

A: Gám, ngóh hái bīndouh yahpheui a?

B: Hmm...Néih hái nīdouh yātjihk hàahng, yihnhauh jyunchēut jósáubihn, Léih Síujé jáuh hái gódouh laak.

A: M̀hgòisaai.

B: M̀hsái mhgòi.

3. Mr. Cheung has rung the bell of apt. 12-A. A servant answers the door, and Mr. Cheung says:

A: Chéng mahn néih, Wòhng SĪnsàang hái mhhái douh a?

B: BĪn wái Wòhng SĪnsàang a?

A: Wòhng Wíhng-yihp SĪnsàang.

B: M̀hhái nīdouh bo. Chéng néih séuhngheui sei láu mahnháh lā.

(Goes up)

A: Chéng mahn, Wòhng Wíhng-yihp SĪnsàang hái mhhái douh a?

C: Néih wán bīngo a? Ngóhdeih nīdouh móuh sing Wòhng ge bo.

A: Haih mē? Deuimhjyuh bo. Daahnhaih ngóh ngāamngāam mahngwo yih láu yāt go yàhn, kéuih wah Wòhng Wíhng-yihp jyuh hái sei láu ge bo.

C: Oh! Wòhng Wíhng-yihp! Kéuih haih mhhaih gaau Gwóngdùngwá ga?

A: Móuh cho, haih kéuih laak.

C: Kéuih jyuh hái sàam láu, néih hàahng fàan lohk heui lā.

A: Hóu, mhgòisaai.

4. Discussing Cantonese lessons:

A: Yihgā bīngo gaau néih góng Gwongdùngwá a?

B: Dōu haih Jèung Sàang.

A: Hohkdou daih géi fo a?

B: Daih sahpńgh fo ge la.

A: Daih sahpńgh fo góng mēyéh ga?

B: Haih góng heui gūngsī máaih yéh gé, nī fo jànhaih hóu yáuh yuhng. Hohkjó nī fo ngóh jauh hóyih tùhng gūngsī ge fógei góng Gwóngdùngwá laak.

A: Haih àh.

B: Haih a! Go fógei juhng wah ngóh ge Gwóngdùngwá hóu hóu tim.

A: Haih ā. Néih ge Gwóngdùngwá haih mhcho aak.

B: Néih gám góng, ngóh jauh jànhaih mhhóu yisi la.

1) yáuh yuhng = useful

GRAMMATICAL INDEX

Numbers to the left of the period refer to lesson numbers, and those to the right, to page numbers.

ā, ss: a (QV) + raised intonation for liveliness, 14.316

a, ss: sen. softener, 2.40-41

àh, ss: 'I suppose,' indicating rhetorical question, 8.186

aak, ss: a (QV) + -K (QV), 5.114

adjectives, 4.92; 8.183-85; as modifier to nouns, 8.187

adverbs, 1.25

auxiliary verbs, 3.68; compared with co-verbs, 12.270

bātgwo, 14.316

bīn-M?, 'which?', 8.177, 8.188

bīnwái?, substituting for gwaising?, 9.214

bo, ss: for definiteness, 9.207

boundwords, 6.136

chéng V, 'please V', polite imperative, 15.336

chìhnbihn, 12.285

co-verbs, 12.270

daai, 'bring/take along', 12.272; 'take/bring along', contrasted with sung, 12.282-83

daih-, ordinal prefix, 15.335

daihyih-, 1) the second, 2) the next, 15.335

dāk, 'OK', 11.245; 'ready', 11.245; with quantity phrase object, = 'have only X amount', have sufficient amount, 11.245; in yáuhdāk V', 'have available to V', 11.246

deihhá, differentiated from làuhhah and hahbihn, 15.334

dī, as adj. suffix, 8.185; general measure for mass nouns, 7.159; plural measure, 7.158; substitute for noun in a follow sentence, 7.158

dialect variations, hl tone substituted for hf tone, 1.6; initial consonant l substituted for n, 3.63; ng before words beginning with /a/o/u/, 4.94

directional verbs, 15.333; preceded by verbs of movement, 15.334

directional verb compounds, 14.314; position of noun object, 14.314

dò, 'additional,' 'more', bound to following Nu-M phrase; nominal construction, 14.316; patterning like adj., patterning like N, patterning like Nu, 8.188; 'large amount' in phrases of indefinite amounts, 11.247-48

-dò/-siu phrases, with following Measure, 11.248; with following N, 11.247

dōu, also, both, all, 3.68; even, 3.68

dōuhaih, 'really' as intonation marker lightening a blunt statement, 14.315

-dōu, Vsuf indicating reaching destination or goal, 15.334

-douh, PW formant, 10.226

-dóu, Vsuf, indicating successful accomplishment of performance of the verb, 10.228

fo, 'lesson', classed as Measure, 15.336

Free words, 6.136

ga, fusion of ge, noun-forming boundword (QV) + ss. a (QV), 2.43

ga, ss: fusion of ss. ge, 'that's the way it is,' and ss. a, sentence softener, 11.256

gàn, 'follow', compared with gànjyuh, 12.271

gànjyuh, (follow', compared with gàn, 12.271

-ge, noun-forming boundward, 2.43

ge, as nominal, adj + ge = Noun Phrase, 8.185; suffix to adj in modification structure, 8.187; as nominal, substituting for noun, 8.187

ge, ss., matter-of-fact 'that's the way it is' connotation, 3.64

ge, as possessive marker, 9.207-08; overlap with Measure, 9.208

gé, ss. ge, 'that's the way it is' + rising intonation for uncertainty, 11.248

géi(dō)?,as interrogative number, 6.137

géi?, how many?, compared with géi, several, 6.137; compared w. géidō?, 6.137

géi, several,compared with géi? 'how many?', 6.137

go jih, omission of in time phrases, 9.210

gó, 'that', 6.136

-gwo, Vsuf, experiential verb suffix, 14,314

hahbihn, differentiated from deihá and làuhhah, 15.334

-háh, Vsuf for casualness, 5.115

haih, as first verb in series, 3.64

haih...X...laih ge, phrase frame for nouns, 7.160

hái, location verb, 10.22; in multi-verb clauses follows verbs of thrust (ex: jài, 'put,' 'place'), precedes or follows verbs of station (ex: jyuh, 'live'), 12.273; as preposition 'from', interchangeable with yàuh, 15.341

hauhbihn, back side, 12.285

hóyíh, 'can' in the sense of 'can do a favor', 'willing and able', 13.293

hóyíh, 'can', in the sense of 'permitted to', 13.293

indirect object, 6.137

ja, ss: fusion of ss. jē (QV) and ss. a (QV), implies 'not much', 11.256

jauh, 'then', in two-clause sentence, 13.292

jauh, 'right away,' 'immediately', in single-clause sentence, 13.292

jē, ss: 'merely', 3.64

jip, 'fetch,' 'meet', 12.272-73

-jó, Vsuf accomplishment of intended action, 9.207; 'accomplish the performance', 15.335

juhng, still, in addition, also, 14.316

jùngyi, differentiated from séung, 9.209

-k, word suffix, suffixed to certain sentence suffixes, indicating liveliness, 5.114

lā, ss: for polite suggestion in imperative sentence, 4.93; for polite imperative, 5.114

la, ss: indicating change, 4.93; in imperative sentence, conveying attitude of friendly advice, 13.294 and 13.303

laak, ss: for change, 5.113

léh, ss: for definiteness, 5.114

làih ge see haih ..... làih ge, 7.160

làuhhah, differentiated from deihhá and hahbihn, 15.334

léuhng and yih, '2', 4.93

locatives, 10.225

m̀hjì...a?, as polite question, 6.137

m̀hsái, 6.135

ma?, ss: interrogative sentence suffix, 14.316

mē?, ss: for surprised question, 3.64

Measures, 4.91-9; as word class, 6.133; individual measures, 6.133; group measures, 6.134; standard measures, 6.134; substituting for noun, 6.135; without preceding number, 6.135

Measure, overlap with possessive ge, 9.208

meih, 14.315

mēyéh, as mass noun, 14.315

money expressions, 7.160-162

nē?, interrogative ss, How about___?, 2.41; ss: to a question sentence continuing the same topic, 8.186

nē, ss: used more by women than men, suffix to clause sentence, 8.186

negative questions, responses to, 12.274

nī, 'this', 6.136

noun modification structures, 8.187

Nouns, absence of singular/plural distinction, 2.39; modification of nouns, 2.40; as word class, 6.135; individual nouns, 6.133; mass nouns, 7.159; mass nouns, how counted, 7.159; individual and mass nouns compared, 7.159

Nouns as modifiers to Nouns, 8.187

Numbers, 1-19, 4.92; 20-29, 6.132; abbreviated forms, 6.132; numbers with internal zeroes, 11.261; numbers with final zeroes, 11.261

paired conjunctions, ...sìn, yìhnhauh...., 15.333

Phrases, 1.25-26

Phrase frame, 7.160

Placewords (PW), 10.224-26; ordinary nouns which are also PWs, 10.225; -douh as PW formant for non-PWs, 10.226

Possessive with -ge, in head structures, 9.207-08

Possessive modification, with -ge, 9.207-08; without -ge, 9.208; without ge or M, for some family names, 12.273-74; with without ge or M, 12.279; with without ge or M, 15.338

Predicates, verbal predicate, 3.66; nominal predicate, 3.66; sentence predicate, 3.67

Pronouns, personal pronouns, 2.39; plural marker for personal pronouns, 2.39-40; absence of pronoun object, 3.67

Question sentences with N nē?, 2.41; choice type, 2.42; word order of question-word sentences, 2.43; with ss. mē?, 3.64; with ss. àh for rhetorical question, 8.186; with VP nē?, 8.186; with _ hjì....a? (or....nē?), 6.13 ; choice type Q for 2 syllable adjs Vsuf, 8.185; responses to questions negatively phrased, 12.274; with ss. ma?, 14.316

Question words (QW): bīn-M?, 8.177, 8.188; bīndouh?, 10.222; bīngo?, 3.75; géi-?, 4.90, 6.137; géidìm(jūng)?, 4.90; géidō?, 6.127, 6.137; géisí?(var:géisìh?), 9.201 dìm? 3.59; mātyéh? (var:mēyéh?, mīyéh?), 2.32, 2.42.

sèsíu, 'a little,' modifies mass nouns only, 11.247

Sentence suffixes: as means to signal feelings, 2.40; tone marks inappropriate, 2.41; intonational, 4.93, 11.248, 2.41, 14.316.

Sentence suffixes, list of:
ā, 14.316
a, 2.40-41
ah, 8.186
aak, 5.114
bo, 9.207
ge/ga, 3.64; 11.256
ja [j], 11.257
jē, 3.64
lā, 4,93; 5,114
la, for change, 4.93
la, for friendly advice, 13.294, 13.303
laak, 5.113
leh, 5.114
ma?, 14.316
mē?, 3.64
nē?, 2.41; 8.186
tìm, 'in addition', 4.84
tìm!, for taken by surprise, 11.246
wá?, 4.91

Sentence types: full sentence, 1.25; minor sentence, 1.25; SP sentence, 1.25; lead sentence, 1.26; follow sen., 1.26; choice-type question, 2.42; QW question, 2.42; loose relationship of Subject and Predicate, 3.65; Topic:Comment sentence, 3.65; sentence w. verbal predicate, 3.66; sentence w. nominal predicate, 3.66; sentence w. sentence predicate, 3.67; SVO sentence 3.67; subjectless sentence 3.67; subordinate clause, primary clause sentence, 12.268-69; multi-verb single clause sentence, 12.269

séung, 'plan to,' 'am considering', 3.58; differentiated from jùngyi, 9.209; differentiated from yiu, 9:209

sīk, 'know (how to);' 'know (someone),' 3.69

sìn, 'first,' implies something else to follow, 11.244

-síu, 'small amount,' in phrases of indefinite amounts, 11.247-48

siusíu,'a tiny bit,' 'very little,' modifies mass nouns only, 11.247

Specifiers, 6.136

sung, 'deliver,' 12.272; contrasted with daai, 12-282-83

tìm , s.s.: 'in addition,' 4.84

tìm!, s.s.: indicating speaker has been taken by surprise, 11.246

Time When expressions, 4.90

Time Spent expressions, 4.91

tùhng, 'and,' 3.68

tùhng, 'with,' 12.283; compared with tùhng, 'and,' 12.270-71

Verb suffixes, list of:
-dou, 15.334
-dóu, 10.228
-gwo, 14.314
-hàh, 5.115
-jó, 9.207;15.335

Verbs: preceded by mh, 1.25; modification by adverbs, 1.25; absence of subject-verb concord, 2.39; verbs in series, 3.63, 12.269; uninflected verb forms, 3.63; haih as first verb in series, 3.64; two-part verbs of performance and achievement, 15.334

wá?, interrogative sen.suf., 4.91

word class, multiple membership:7.162

yāt, 'one,' ommssion in certain 'one dollar' phrases, 7.162; omission in certain 'one o'clock' phrases, 9.210

yātjihk, 'straight'; 'straightaway', 13.292

yauh, 'and,' 3.68

yàuh PW, 'from PW'. 15.335;

yáuh, 'to have; there is/are', 8.183; in pivotal construction, 10.227

yáuhdāk V , 'have available for V-ing, 11.246

yih, '2,' compared with léuhng, 4.93

yìkwaahk, '...., or...?, 14.315

yihp, 'page,' 15.336

yiu, 'must,' 5.115; relationship with àhsái, 5.115, 6.136; with following money expressions 'wants,' 'costs,' 6.140; 'intends to,' 9.209; contrasted with séung, 9.209

CUMULATIVE VOCABULARY LIST

LESSONS 1-15

Entries are arranged in alphabetical order by syllable, with h indicating lower register disregarded alphabetically. When words having the same syllable but different tones are listed, the sequence of tone listing is: high level, mid level, low level, high falling, low falling, high rising, low rising. Numbers in the right hand column refer to the lesson in which the item first appears, thus:

12 = Lesson 12 Basic Conversation

12.1 = Lesson 12, Drill 1

1CP = Lesson 1, Classroom Phrases

1N = Lesson 1, Notes

Items which appear for the first time in the Classroom Phrases and Notes are listed again when appearing for the first time in the main body of the text. Measures for the nouns follow the noun entries in brackets.

ā	啊	sen. suf. a (QV) + raised intonation for liveliness	14
A	呀	oh, ah. (a mild exclamation)	1
a	呀	sen. suf., to soften abruptness	2
agō [go]	阿哥	elder brother	11
àh	呀	sen. suf. with force of 'I suppose.'	8
aak	呃	sen. suf. a (QV) + -k (QV)	5.7
āam (var: ngāam)	啱	fitting, proper, right	2CP
āamāam (var: ngāamngāam)	啱啱	exactly	4.5
āamjeuk (var: ngāamjeuk)	啱着	well-fitting (for clothes), fits well	8.2
aan (var: ngaan)	晏	noon, midday	9
Aiya!	哎吔	exclamation of consternation	5
bá	把	Measure for things with handles, such as umbrellas	6.1
baak	百	hundred	11
baahk	白	white	8
baahk faahn [wún] [dī]	白飯	boiled or steamed rice	14.1
baat	八	eight	4.0
bàau	包	package, Measure for cigarette pack	7.1
bàhbā [go]	爸爸	father	12.3
bāt [jí]	筆	writing implement, either pen or pencil	6.1
bātgwo	不過	however; but; although	14

béi	俾	give	6
béi	俾	let, allow	7CP
bējáu [jǐ] [bùi] [jèun]	啤酒	beer	5.2
béng [go] [dǐ] [faai]	餅	cake	5
bǐn-?	邊	which?	8
bǐnbihn?	邊便	which side?	10.8
bǐndouh?	邊度	where? [which place?]	4CP;10
bǐngo	邊個	whomever, whoever, whichever	3CP
bǐngo?	邊個	who?; which person?	3.12
-bihn	便(邊)	side	10
bǐu [go]	錶[個]	watch, wristwatch	4
bo	嘅	sen. suf. expressing certainty	4
bohng	磅	pound (weight)	7
bou [fàai] [fā̀t]	布	cloth	7.1
bouhfahn [go]	部分[個]	department (in a store)	15
būi [jek] [go]	杯隻[個]	a cup, glass	14.1
bùi	杯	cupful, glass-full (measure of volume)	14.1
bun	半	half	4.3
bún	本	Measure for book	1CP;7.1
búndeihyàhn [go]	本地人[個]	a native of the place under discussion [this-place-person]	10
chàmhdō	差唔多	approximately	2CP;4
chàh [bùi] [wùh]	茶[杯][盅]	tea	5
chàhlàuh [gàan]	茶樓[間]	Cantonese style tea-house	10.2
chāansāt [gàan]	餐室[間]	Western style restaurant	10.2
cháang [go]	橙[個]	orange (fruit)	5.1
cháau	炒	to toss-fry in a small amount of oil, as in scrambling eggs	14.2
cháau faahn [wún] [dihp]	炒飯[碗][碟]	fried rice	14.2
cháau mihn [wún] [dihp]	炒麵[碗][碟]	fried noodles	14.1
Chàhn	陳	Chan (sur.)	1
chāt	七	seven	4.0
chē [ga]	車[架]	vehicle: car, bus, or tram	10.9
chē jaahm [go]	車站[個]	car stop (bus or tram stop)	10.3
chéng...	請	please (+ Verb). polite preface to imperative sentence.	15

Chéng mahn	請問	'May I ask...?' Polite form used to preface a question equivalent to English 'Could you please tell me...?'	10
chèuihbín	隨便	As you wish. At your convenience.	5
Chèuihbín chóh lā.	隨便坐啦	'Sit anywhere you like.' Polite phrase used by host to guest.	5
cheung	暢(唱)	change money into smaller denomination (followed by denomination desired)	11.16
cheunghòi	暢(唱)開	split, break up a large banknote or coin for ones of lesser denomination (followed by denomination held)	11
chèuhng	長	long (in length)	8.1
chèuhng sāam [gihn]	長衫[件]	cheongsaam. Chinese style dress for women, with high collar and slit skirt	8.7
chēut chēutheui chēutlàih	出 出去 出嚟	out, emerge go out come out	15
chēutbihn	出便(邊)	outside, exterior	15.1
chēut gāai	出街	to go out (from one's own house)	9.3
chi	次	time, occasion	1CP;3
chīn	千	thousand	11.17
chìhnbihn	前便(邊)	front side, in front, at the front	12.15
chín [dī]	錢[dī]	money	6
chìngchó	清楚	clear	3
chìhngyìhng	情形	circumstances, conditions	7CP
cho	錯	mistake (v/n)	9
chóh	坐	sit	5
choi [dihp] [go]	菜[碟][個]	food; a particular food, a dish	14
choidāan [jèung]	菜單[張]	menu of a specific dinner	14N
choipáai [go]	菜牌[個]	menu, bill of fare	14
dā	打	dozen	8
dá	打	hit	9
dá dihnwá	打電話	make a telephone call	9
dá dihnwá giu chē	打電話叫車	phone for a cab	15.11
dáhòi	打開	open (as of book)	1CP;15.3
daai	帶	carry; bring/take something along; bring/take someone along	11;12

-dóu	到	verb suf., indicating successful accomplishment of what is attempted	10
duhk	讀	read aloud; recite; read	3CP;15.3
duhkdou	讀到	read to...	15.3
duhk syù	讀書	to study	18
dyún	短	short	8
faahn [wún] [túng]	飯[碗][桶]	rice (cooked)	5.1
fàan	返	return (to/from a place you habitually go to)	9.3
fàan gùng	返工	go [return] to work	9.3
fàanheui	返去	go back, return	17
fàan hohk	返學	go to school	9.3
fàanjyuntàuh	返轉頭	turn (the car) around and go back in the direction you had been coming. [return-turn-head]	13.1
fàanlàih	返嚟	come back, return (here)	9
fàan (ng)ūkkéi	返屋企	go [return] home	9.3
faai	快	fast	4
faaijí [deui] [jek] [sēung]	筷子[對][隻][雙]	chopstick(s)	14.5
fānjūng 分鐘		minute(s)	4
fànbiht	分別	difference	7CP
fo	課	lesson	4CP;15.3
fógei [go]	伙記[個]	clerk in a grocery store	6
fógei [go]	伙記[個]	waiter in a restaurant	14
fu [tíuh]	褲[條]	trousers, slacks, long pants	6.1
fu	副	pair; M. for eyeglasses	11.13
fut	濶	wide	8.3
ga	嘅	sen. suf: a fusion of noun-forming boundword ge and sen.suf a (QV)	2.9
ga (var: ge, [gə])	嘅	sen. suf. for matter of fact assertion: 'that's a fact'	3
ga	架	M. for vehicles	12
gāai [tíuh]	街[條]	street	13
gaaisiuh	介紹	recommend; introduce	14
gàaihàu [go]	街口[個]	street opening; i.e., intersection	15.8
gàaisíh [go]	街市[個]	food market	15
gáai(sīk)	解(釋)	explain	7CP

daaih	大	large	8
Daaih Douh Jùng	大道中	Queen's Road Central	10.3
daaihsēng	大聲	loud (voice)	2CP
Daaihsēngdī!	大聲的	Speak louder!	9
daahnhaih	但係	but	3
daap	答	to answer	2CP
Daap cho sin.	搭錯線	Wrong number. [connected the wrong line] (said over the phone)	9.3
daaphaak [dī]	搭客[的]	passenger	13
daahp	搭	tread on. in time expression daahp combines with the numbers on the clock face to indicate the 5-minute subdivisions of the hour. Thus, daahp yāt = 5 after, daahp yih = 10 after, etc.	4
daahp bun	搭半	half past (the hour)	4.4
daahp géi?	搭幾	how many five minutes past the hour? [tread on-which number?]	4.4
daih	第	ordinal number marker: -st, -nd, -rd, -th, etc.	3CP;15.3
daihyāt	第一	the first	15
dáifu [tìuh]	底褲[條]	underpants, undershorts	6.3
dáikwàhn [tìuh]	底裙[條]	slip, petticoat	6.1
dáisāam [gihn]	底衫[件]	underwear	8.13
dāk	得	OK, all right	7CP;11
dāk...	得....	have only..., only have .X quantity. (dāk with a quantity phrase as object implies that the quantity is insufficient.)	11
yáuh -dāk-	有 -得-	available, can. (used between the verb yáuh (or its negative móuh) and a second verb, forms a phrase: 'have (or not have) available for .V.-ing'; 'can .V.'	11
Dākfuh Douh Jùng	德輔道中	Des Veoux Road Central	10.5
Dāk meih?	得 未	Are you (Is he, etc.) ready?	4
dáng	等	wait (for)	4
dáng Person.Verb	等	allow, let Person do something; wait while Person does something	9
dáng (yāt)ján or dáng yātjahn	等(一)陣 等一陣	wait awhile; in a little while	9.3

deihhá	地下	ground, ground floor	15.1
deui	對	pair; group measure for shoes, socks, chopsticks, things that come in two's	6.1
Deuimhjyuh.	對唔住	Excuse me; I beg your pardon; I'm sorry.	1
deuimihn	對面	opposite side, facing; across the street	10
dī	的	the; some. (plural M for individual nouns)	1CP;7
dī	的	a little, some; the. (general M for mass nouns)	3;7
-dī	'dī	suffixed to Adj. to mean: a little Adj, somewhat Adj, Adj-er. Attached to predicate Adj. means: a little too Adj.	2CP;8
dihnwá [go]	電話[個]	telephone	9
dím	點	to order (food, by pointing out your choice from a list.)	14
dím?	點、	how?	3
dím bun	點半	1:30 o'clock	9.7
dím(jūng)	點(鐘)	o'clock. (represents the hour place in a time phrase)	4
diuhtàuh	掉頭	turn (a car) around [turn-head]	13.4
dōdī	多的	more (in addition). (follows Verb)	14
dò	多	much, many	8
dò	多	additional, another, more. (precedes Number + M phrase)	14
Dòjeh.	多謝	Thank you (for gift)	14
Dòjehsaai.	多謝晒	Thank you very much.	14
dōu	都	also	2
dōu	都	both; and	3
dōuhaih	都係	really	14
dōu + neg:..V..	都	not even ..V..	3.16
dou	到	arrive	13
-dou	到	verb suf. to verbs of motion, indicating arrival at goal	15
Douh	道	Road (restricted to use following named road)	12.2
-douh	度	place. also see: hái douh	11

gaaklèih	隔離	next door, adjacent	10
gàan	間	M. for buildings	10
gaau	教	teach	3.3
gaaudou	教到	teach to...	4CP
gafē [bùi] [wùh]	咖啡[杯][碗]	coffee	5.2
gāi [jek]	雞[隻]	chicken	7.1
gaijuhk	繼續	continue	2CP
gam	咁	so (+ Adj.)	5
gamseuhnghá	咁上下	approximately	9.7
gám	咁	that way, this way, thus, such a way	2CP;3CP
Gám,...	咁	'Well then,...' 'Say,...' (Sen. preface, resuming the thread of previous discussion)	3
gàn	斤	catty. unit of weight equalling 600 gms., ca. 1 lb 5 oz.	7
gàn	跟	follow, come behind	12.7
gànjyuh	跟住	follow, come after	1CP; 3CP 12.7
gāng [jek]	羹[隻]	spoon	14.4
gau	夠	enough	6
gauh	舊	old (not new)	8.1
gáu	九	nine	4.0
Gáulùhng	九龍	Kowloon	12
-ge	嘅	noun-forming boundword. added to Verb Phrase makes it a Noun Phrase	2
-ge	嘅	as noun substitute	8.8
ge	嘅	possessive marker, joins with preceding personal noun or pronoun to form possessive.	9.10
gèibún	基本	basic; foundation	4CP
géi	幾	several	4
géi-?	幾	which number?; how many?	4 ; 6
géi	幾	rather, quite	8
géidím? (var: géidímjūng?)	幾點 (幾點鐘)	what time is it? [which number - o'clock?]	4
géidō?	幾多	how much?, how many?	6
géidò	幾多	quite a lot	11.11

géidō houh?	幾多號	what number?	9
géisí? (var: géisíh?)	幾時	when?	9
geui	句	sentence	3CP;3.14
géui	舉	give (an example)	7CP
gihn	件	M. for clothes, such as shirt, dress, raincoat	6
giu	叫	instruct, tell (someone to do something); order; call	9
giu chē	叫車	call a cab	15.11
giu(jouh)	叫(做)	is called, is named	13
go	個	general M. for many nouns	1CP;4
go	個	M. for dollar; represents the dollar place in a money phrase	7
gó-	嗰	that; those	6
gó bihn	嗰便(邊)	over there, on that side	10
gódí	嗰的	those (in reference to unit nouns); that (in reference to mass nouns)	7
gódouh	嗰度	there [that-place]	10.1
góng	講	speak	1CP;2CP;3
góng Person jí	講.....知	tell Person	9.8
góng Person tèng	講.....聽	tell Person	9.8
guhaak [dí]	顧客	customers	6
gūngsí [gàan]	公司[間]	department store; office (of a commercial company)	10
gùngyàhn [go]	工人[個]	servant, laborer	9
gwai	貴	expensive	8.1
gwaising?	貴姓	what is (your) surname? (polite)	2
gwaisingmíhng?	貴姓名	what is your surname and given name? (polite)	13.17
gwāt	骨	quarter (hour)	4
gwo	過	pass by (a point); cross (a street); go over (to a place)	13
-gwo	過	V. suf. indicating experience; to have done something before.	14
gwodí	過的	beyond; a little farther on	13
Gwodí tím.	過的添	Go further on; i.e. Keep going. (said to taxi driver)	13
Gwokyúh	國語	Mandarin spoken language [National-language]	3

Gwóngdùng	廣東	Kwangtung, province in SE China	2
Gwóngdùng choi	廣東菜	Cantonese food	14.2
Gwóngdùngwá	廣東話	Cantonese spoken language	3.1
Gwóngdùngyàhn [go]	廣東人[個]	Cantonese person, person from Kwangtung province	2
hā [jek]	蝦[隻]	shrimp	14
hahbihn	下便(邊)	below, downstairs	15.1
-háh	吓	verb suf. giving casual effect to the verb it is joined to.	5
hàaih [deui] [jek]	鞋[對][隻]	shoes	6.2;7.1
hāak	黑	black	8
haakhei	客氣	polite	5
hàahng	行	go; walk; drive	13
haih	係	am, is, are, was, were, etc.	1
haih...làih ge	係...嚟嘅	is...; grammatical structure emphasizing enclosed noun	7
hái PW	喺	from PW	15.6
hái PW	喺	location verb, translated as '(is) in/on/at' (requires PW following)	7CP;10
haí douh	喺度	(he, she, it) is here; is at (this) place	11
hauhbihn	後便(邊)	back side; behind, in the back, at the back	12
heiséui [jí] [jèun] [bùi]	汽水[支][樽][杯]	soft drink	5.2
heui	去	go	12
-heui	去	attaches to verbs of motion, indicating direction away from the speaker	15
heui gāai	去街	go out (from one's own house)	9.3
Hèunggóng	香港	Hong Kong	10.3
Hòh	何	Ho (sur.)	1
hóyíh	可以	be permitted, allowed to	13
hohk	學	study, learn	3
hohkhaauh [gàan]	學校[間]	school	12
hohksāang [go]	學生[個]	student	1
houh	號	number; 'size' (for some articles of clothing)	8
houh	號	number (for street number in giving an address)	12.2

hòuh(jí)	毫子	dime (represents the dime place in a money expression when the figure is less than a dollar)	7
hóu	好	very, quite	2CP;8
hóu	好	well, good	2CP;8
Hóu	好	OK, All right, Fine, Agreed. (Response phrase indicating agreement.)	4
Hóu aak.	好呃	OK. Agreed. (Lively response phrase indicating agreement.)	5.7
hóudò	好多	a lot	11.11
Hóu ma?	好嗎	Is that OK?	14
hóu mhhóu a?	好唔好呀	OK?, is (that) all right?	8
hóusihk	好食	good to eat; tasty	8.2
hóusíu	好少	very little	11.11
hóuyám	好飲	good to drink; tasty	8.2
ja	啫	sen. suf: a fusion of sen. suffixes jē and a, implying not much, merely	11.11
jà	揸	to clutch in the hand(s), grab	13.15
jà chē	揸車	to drive a car	13.15
jaak	窄	narrow	8.3
jaahm	站	stop, station, as in 'bus stop,' 'train station'	10.3
jáau	找	give change	11
jáaufàan	找翻	give back change [change-return]	11
jái [go]	仔〔個〕	son	12.2
jáinéui [dī]	仔女〔的〕	children of a family, sons and daughters of a family	12.2
jànhaih	真係	really, indeed	5
jauh	就	then; and; immediately; soon	3CP;13
jáu	走	leave, depart	5
jáu [jèun] [bùi]	酒〔樽〕〔杯〕	alcoholic beverage	5.2
jáudim [gàan]	酒店〔間〕	hotel	10
jáugā [gàan]	酒家〔間〕	Chinese style restaurant	14.8
jē	嗰	sen. suf: only, merely; that's all	3
jē [bá]	遮	umbrella	6.1
je	借	lend, borrow	11
jejyuh	借住	lend or borrow temporarily	11

jek	隻	M. for shoe, sock, ship, cup, spoon, chicken and others.	7.1
jeuk	著	wear; put on (clothes)	8
jéun	準	accurate, right	2CP;4
Jèung	張	Cheung (sur.)	1.1
jèung	張	M. for banknote, table, chair, newspaper, and other sheet-snaped objects	11
jih [go]	字[個]	written figure; word; used in telling time, indicates the 5-minute divisions of the hour, thus: yāt go jih = 5 minutes; 5 min. past the hour.	4;7CP
jihgéi	自己	my-, your-, him-self; our-, your-, them-selves	2CP
jí	支	M. for pens, pencils, bottles, and other things that are small thin and striplike in size	6.1
jí(dou)	知	to know (something)	3
jí [jèung]	紙[張]	banknote; paper	11
jídou	知道	point to	3CP
jip	接	meet, fetch, pick up (a person)	12
jīu [jek] [sō]	蕉[隻][梳]	banana	5.1
-jó	咗	verb suf. indicating accomplishment of performance undertaken	**9**
jó	左	left (direction)	13
jóbihn	左便(邊)	left side	13
-jógán	左近	nearby,(t)hereabouts	10
jósáubihn	左手便(邊)	lefthand side	13
joi	再	again	1CP;3
joi dá làih	再打嚟	call back (on the phone)	9.3
Joigin.	再見	Goodbye.	1
joi góng yātchi	再講一次	say it again	3
jouh	做	do; work; act as	2CP;3CP; 12.2
jouh sāam	做衫	make clothes, have clothes made	12.12
jouh sih	做事	to work, have a job	12.2
jouh yéh	做嘢	do chores, have a job	14.7
Jósàhn.	早晨	Good morning.	1
jūng [go]	鐘[個]	clock	6.1

juhng	重	still, in addition, also (+ verb)	14
Jùngchoi	中菜	Chinese food	14.2
Jùnggwok choi	中國菜	Chinese food	14.13
Jùnggwokyàhn	中國人	Chinese person	2.1
Jùngmàhn	中文	Chinese (written) language	3.3
Jùngwàahn	中環	Central District (in Hong Kong)	10.3
Jùngwàahn Gàaihsíh	中環街市	Central Market (in Hong Kong)	15
jùngyi	鍾意	like; prefer; like to	8
júng	種	type, kind	8
jyuh	住	live, reside	12
-jyuh	住	V. suf. indicating temporarily, for a short time	11
jyùyuhk [gàn] [bohng] [dí]	豬肉[斤][磅][的]	pork	7
jyúyàhn [wái] [go]	主人[位][個]	host, hostess	5
jyun	轉	turn	13
-k		glottal stop ending to certain sen. suffixes, giving sentence a lively air	5
kàhmyaht	琴日	yesterday	4CP
kámmàaih	冚埋	to close, shut (as of books)	1CP
kéuih	佢	he/him, she/her, it	2
kéuihdeih	佢地	they, them, their	2.1
kwàhn [tíuh]	裙[條]	skirt	6.1
lā	喱	sen. suf. for polite imperative, polite suggestion.	4
lā	啦	sen. suf. la for change + raised intonation for casualness	4
la	咗(喺)	sen. suf. indicating change-- (that change has occurred, or is about to occur, or may occur)	4CP;4; 5
la	啦(喺)	sen. suf. to imperative sentence, giving connotation of friendly advice	13.12
laak	嘞	sen. suf. la indicating change or potential change + suffix -k indicating lively mood (la + -k = laak)	2CP;5
lāangsāam [gihn]	冷衫[件]	sweater	8.1
laih	例	example	7CP
laihgeui	例句	example, example sentence	3CP

làih	嚟	for the purpose of	7CP
làih	嚟(來)	come	12
-làih	嚟	attaches to verbs of motion, indicating direction towards the speaker	15
...làih ge	嚟嘅	see: haih...làih ge	7
Làuh	劉	Lau (sur.)	1.1
làuhhah	樓下	downstairs [floor-below]	15.1
làuhseuhng	樓上	upstairs [floor-above]	15.1
láu	樓	floor, story of a building	12.2
léh	咧	sen. suf. for definiteness	5
Léih	李	Lee (sur.)	1
leng	靚	pretty, good-looking; good, nice (for edibles)	8
lèhng	零	'-and a little bit' in a time phrase following dím, thus: -dím lèhng jūng = a little after the hour	9
léuhng	兩	two	4.1
lihnjaahp [go]	練習[個]	exercise, drill	3CP
líhng	零	zero	9
ló	攞	fetch, go get (something)	9
ló chín	攞錢	withdraw money (from bank)	10.9
lohk	落	descend	15
lohkheui	落去	go down	15
louhyàhn [go]	路人[個]	pedestrian	15
luhk	六	six	4.0
ma?	嗎	sen. suf. making a question of the sentence it attaches to	14
màhmā	媽媽	mother	12
Máh	馬	Ma (sur.)	1.1
máh	碼	yard (in length)	7.1
máhtàuh [go]	碼頭[個]	pier	10
maaih	賣	sell	7
Maaihsaai laak.	賣晒嘞	All sold out.	8
-màaih	埋	V. suf. meaning together, close	1CP
Màaihdāan!	埋單	The check please! (said to a waiter in restaurant)	14

máaih	買	buy	6
maahn	慢	slow	4.8
mān	蚊	dollar	6
mahn	問	ask	2CP;10
mahntàih [go] [dī]	問題[個][的]	question	3CP
Màhnwàh Jáudim	文華酒店	Mandarin Hotel	10
mātyéh?	乜嘢	what?	2
maht [deui] [jek]	襪[對][隻]	socks	6.1;7.1
mē?	咩	interrogative sen. suf. indicating surprise	3
mēyéh?	咩嘢	what?	2
meih	未	neg: not yet	4
Méihgwok Jáudim	美國酒店	American Hotel (in HK, another name for the Hong Kong Hilton)	10.3
Méihgwok Ngàhnhòhng	美國銀行	Bank of America	10.3
Méihgwokyàhn	美國人	American person	2.1
méng [go]	名[個]	name; for persons = given name (in contrast to surname)	13
mh-	唔	not	1
mhcho	唔錯	good, 'not bad' [not-mistake] (said in commenting favorably about something)	14
Mhgányiu.	唔緊要	That's all right; It doesn't matter; Never mind.	1
mhgeidāk	唔記得	forget (not remember)	11
mhginjó	唔見咗	lose, lost; 'nowhere to be seen'	11
mhgòi	唔該	Thank you (for a service)	5
Mhgòi néih...	唔該你	Please..., Would you please... (sen. preface preceding a request)	3
mhhaih géi Adj	唔係幾...	not very Adj, not Adj	8.1
mhhaih hóu Adj	唔係好...	not very Adj	8.4
mhhóu V.	唔好...	don't V. (as a command) [not good to V.]	1CP;3CP; 5
V dāk mhhóu	得唔好	badly, not well	2CP
Mhhóu haakhei.	唔好客氣	'Don't be polite.' Polite phrase used by host to urge guest to have something that he has just politely declined.	5

M̀hhóu yisi.	唔好意思	I'm sorry; It's embarrassing. (used in apologizing for social gaffe)	4
M̀hjī(dou)...a?	唔知(道)...呀	I wonder...?	6.1
m̀hsái	唔使	no need to, not necessary	5
M̀hsái haakhei.	唔使客氣	[don't need to be polite.] 'No thanks!' (to an offer) 'You're welcome.' (when someone thanks you)	5
M̀hsái la.	唔使啦	[Not necessary] No thanks. polite phrase used in declining a courtesy or a gift.	5
M̀hsái m̀hgòi.	唔使唔該	[Not necessary to (say) thanks] Polite response when someone thanks you for something you have done for him.	5
mǐyéh?	乜嘢	what?	
móuh	冇	not have, there isn't (aren't)	3CP;8
Móuh cho.	冇錯	That's right.	
móuhdāk V...	冇得...	not have available for V-ing, there's none to V..., not have available to V... (used in combination with following verb)	11
móuhgéidò	冇幾多	not much, not many	11.11
mùhnháu [go]	門口[個]	doorway	10.6
nàahmpàhngyáuh [go]	男朋友[個]	boyfriend	12.3
Nàh!	喏	Here! (expression accompanying giving something to someone)	11
nē?	呢	interrogative sen. suf.	2
Nē!	呢	There! (expression accompanying pointing out something to someone)	10
Nèihdēun Douh	彌敦道	Nathan Road	12.2
néih	你	you, your	2
néihdeih	你哋	you (plu.)	1CP;2
néui [go]	女[個]	daughter	12
néuihpàhngyáuh [go] [wái]	女朋友[個][位]	girlfriend	12.3
ńgh 五		five	3
ngāam	啱	fitting, proper, right	2CP
ngāamjeuk	啱著	well-fitting (for clothes), fits well	8.2

ngāamngāam(var:āamāam)	啱啱	exactly, just	4.5
ngaan (var:aan)	晏	noon, midday	9
ngàhnchín [go]	銀錢[個]	money [silver-money]	7
ngàhnhòhng [gàan]	銀行[間]	bank	10
ngán	銀	coin	11.1
ngáhngéng [fu]	眼鏡[副]	eyeglasses	11.13
ngáhngéngdói [go]	眼鏡袋[個]	eyeglasses case	11.13
ngahp táu	頷頭	nod the head	3CP
ngàuhnáaih [dí]	牛奶[的]	milk [cow-milk]	5.2
ngàuhyuhk [gàn] [bohng] [dí]	牛肉[斤][磅][的]	beef	7
ngóh	我	I, me, my	1
ngóhdeih	我哋	we, our, us	2.1
ngoi (var: oi)	愛	want, want to have, want to possess	7
ngoihgwokyàhn [go]	外國人[個]	foreigner [outside-country-person] (in practice, this word refers to Caucasians only)	14
ngūk (var: ūk) [gàan]	屋[間]	house	10.3
ngūkkéi (var: ūkkéi)	屋企	home	9.3
ní	呢	this	6
ní bihn	呢便	this side	10.3
ní dí	呢的	these (in reference to individual nouns), this (in reference to mass nouns)	7
nídouh	度	here [this-place]	10.1
nídjógán	左近	close by, hereabouts	10.3
nihng táu	擰頭	shake the head	3CP
níng	拎	carry (something)	14
níngheui, níng...heui	拎去,拎...去	take, carry something away	14
nínglàih, níng...làih	拎嚟,拎...嚟	bring something here	14
oi (var: ngoi)	愛	want, want to have, want to possess	7
paak	泊	park (a car)	13
paak chē	泊車	to park a car	13
pàhngyáuh [go]	朋友[個]	friend	2
pèhng	平	cheap	8
píhnggwó [go]	蘋果[個]	apple	5.1
-saai	晒	completely	8

sàam	三	three	3
sàam go gwat	三個骨	three quarters after the hour	4.6
sáanngán [dǐ]	散銀[的]	small coins, small change	11
Sàang	生	Mr.	1
Sāichāan [go]	西餐[個]	Western meal	14.2
sai	細	small	8.2
saimúi [go]	細妹[個]	younger sister	11
sàn	新	new	8.1
sahp	十	ten	4.0
sahpyāt	十一	eleven	4.1
sahpyih	十二	twelve	4.1
sauhfoyùhn [go]	售貨員[個]	salesclerk [sell-goods-personnel]	6
sáudǒi [go]	手袋[個]	(woman's) handbag	11.13
sèsíu	些少	a little	3
sé	寫	write	3
séjihlàuh [gàan]	寫字樓[間]	office [write-words-building]	10.2
sei	四	four	3
seuhngbihn	上便(邊)	above, upstairs	15.1
seuhngchi	上次	last time, the previous time	4CP;15.3
Seuhnghói	上海	Shanghai	2
Seuhnghói choi	上海菜	Shanghai food	14.2
Seuhnghóiwá	上海話	Shanghai dialect (spoken language)	3
Seuhnghóiyàhn [go]	上海人[個]	person from Shanghai	2
séung	想	be of a mind to, wish to, would like to, want to, considering. (always followed by Verb)	3
séuhng	上	ascend	15
séui [bùi] [dǐ]	水[杯][的]	water	5.2
séui būi [jek]	水杯[隻]	water glass	14.10
sēutsāam [gihn]	恤衫[件]	shirt	6
sīgēi [go]	司機[個]	taxi driver; chauffeur	11
si	試	try	5
sihá	試吓	give it a try	5
sih	事	business, affair, matter	9
Sihdaahn lā.	是但啦	Phrase used when offered a choice, meaning: As you wish; Either one; Both equally preferable.	14

sìhhauh	時候	time	7CP
sīk	識	know how (to do something)	3
sīk	識	know someone	3.11
sīk	色	color (n.)	8
sihk	食	eat	5
sihk (ng)aan	食晏	eat lunch	2.1
sihk yīn	食烟	to smoke [eat-tobacco]	5
sīnsàang [go]	先生[個]	husband	12.2
sīnsàang [go] [wái]	先生[個][位]	man, gentleman	1N;2
Sīnsàang	先生	Mr.	1N
Sīnsàang	先生	'Sir,' polite term of direct address	2
sīnsàang [go]	先生[個]	teacher	1
sin	線	line, thread (n.)	9
sìn	先	first	3CP;9
...sìn, yìhnhauh...	...先,然後...	...first, then...	15
sìnji	先至	then	7CP
sing	姓	be surnamed, have the surname; surname	1
sìujé [wái] [go]	小姐[位][個]	unmarried woman; woman, lady	1N;2
Sìujé	小姐	Miss (polite term of direct address; also, title following surname)	1
Sìu sihk.	少食	Thanks, I don't smoke. [seldom-smoke] (response by non-smoker when offered a cigarette.)	5.8
Sìusing...	小姓	My surname is... (polite)	2
suhk	熟	ripe (in regard to speech = smoothly and with understanding of the content)	2CP
sung	送	deliver	12.10
-syu	處	place (PW boundword)	10N
syù [bún]	書[本]	book	1CP;3CP; 7.1
tāai [tìuh]	呔[條]	tie	6.2
Taaitáai	太太	Mrs.	1N;1
taaitáai [go] [wái]	太太[個][位]	married woman; wife	1N;12.2
Taai	太	Mrs. (title to surname)	1
taam	探	to visit	12
tái	睇	look, look at	1CP;3CP; 10

táidóu	睇倒	see (look-successfully)	10
táiháh	睇吓	have a look	14
tái syù	睇書	read (a book)	10.14
tái yīsāng	睇醫生	see a doctor	12.2
tanhauh	踎後	back (a car) up, move back, reverse [move-back]	13.1
táu = tàuh	頭	head	3CP
tèng	聽	hear, listen (to)	1CP;3CP; 3
tèng dihnwá	聽電話	talk [listen] on the telephone	9
tìm	添	sen. suf. indicating speaker is taken by surprise by a situation contrary to his expectation	11
tìm	添	in addition, also, more	4
Tīnsīng Máhtàuh	天星碼頭	Star Ferry Pier	10
tìhng	停	to stop	13
tìuh	條	M. for trousers, ties, and certain other objects long and narrow in shape	6.1
Tòihsāan	台山	Taishan, a county in Southern Kwangtung about 100 mi. west of Hong Kong	2.1
Tòihsāanwá	台山話	Taishan dialect	3.7
Tòihsāanyàhn	台山人	person from Taishan	2.1
tòng [go] [wún]	湯[個][碗]	soup	14
tòng mihn [go] [wún]	湯麵[個][碗]	soup noodles	14.1
tòhng	糖	sugar	7
Tòhngchoi	唐菜	Chinese food	14N
tòuhsyùgwún [gàan]	圖書館[間]	library	10.2
tùhng	同	and (connects nouns)	3
tùhng	同	on behalf of, for	11
tùhng	同	with	12.11
ūk (var: ngūk) [gàan]	屋[間]	house	10.3
ūkkéi (var: ngūkkéi)	屋企	home	9.3
wá	話	spoken language; dialect	3
wá?	話	interrogative sen. suf. calling for repeat of the preceding sentence	4
waahkjé	或者	maybe	4

wah	話	say; opine	8.3
wah yàhn jī	話...人知	tell someone (any personal noun or pronoun can fill yàhn position)	9
wah yàhn tèng	話...人聽	tell someone	9.8
wái	位	polite M. for persons	6.1
wái [go]	位[個]	a place, seat	13
wānjaahp	溫習	to review	4CP
wán	搵	look for, search	9
Wán bīnwái a?	搵邊位呀	(on telephone:) Who do you wish to speak to?	9
wán yàhn	搵人...	look someone up	9.9
làih wán person	嚟搵...	come/go see someone	9.9
heui wán person	去搵...		
Wéi!	喂	Hello! (telephone greeting)	9
WihngŌn Gūngsī	永安公司	Wing On Department Store	13.1
Wòhng	黃(王)	Wong (sur.)	1.1
wuihwá	會話	conversation	4CP
wuhn	換	to change. re money, to change into... (followed by denomination of money desired); to exchange one national currency for another (followed by currency desired)	11
wuhn sāam	換衫	change clothes	15.11
wún [go] [jek]	碗[個][隻]	bowl (n.)	14.1
wún	碗	a bowl of... (m)	14.1
wúnjái [go] [jek]	碗仔[個][隻]	small bowl	14.10
yám	飲	to drink	5
yàhn [go]	人[個]	person	2,6
yàhn [go]	人[個]	someone	15
yàhnhaak [wái]	人客[位]	guest	5
yahp	入	enter	13
yahpbihn	入便(邊)	inside	13
yahpheui	入去	go in; enter	13
yāt	一	one	1CP;3
yātchàih	一齊	together	1CP
yātchi	一次	once, one time	3
yāt chi dōu meih...	一次都未...	not even once	14

yāt .M. dōu .Neg:.V.	一..都...	not even one...	14
yāt go gwāt	一個骨	a quarter after the hour	4.6
yāt go jih	一個字	five minutes; five minutes after the hour	4.7
yāt go yāt go	一個一個	one by one	1CP
yātjihk	一直	straight a) in a straight direction b) without being interrupted or diverted.	13
yātyeuhng	一樣	same	7
Yahtbún choi	日本菜	Japanese food	14.12
Yahtbúnwá	日本話	Japanese (spoken) language	3.1
Yahtbúnyàhn	日本人	Japanese person	2.1
Yahtmán	日文	Japanese (written) language	3.6
Yahtmàhn	日文	Japanese (written) language	3.6
yauh	右	right (direction)	13
yauh	又	also (connects Verb Phrases)	3.9
yauh .V.yauh.V.	又..又...	both..., and....	3.9
yauhbihn	右便(邊)	right side	13.7
yauhsáubihn	右手便(邊)	right hand side	13.4
yàuh.PW.	由...	from .PW.	15
yàuhhaak [go]	遊客[個]	tourist	10
yáuh	有	has/have; there is/are	3CP;8
yáuhdāk.V.	有得	to have available to .V., have available for .V-ing. (used in combination with following verb)	11.7
(Yáuh) mēyéh sih a?	(有)咩嘢事呀	What is it you want? (on the phone: May I take a message?)	9
yáuh sih	有事	have something to attend to; have errand, business	9
yéh	嘢	work; chores	14.7
yéh	嘢	things, stuff	12.2
yeuhng	樣	kind, type	14.12
yīsāng [go]	醫生[個]	doctor	12.2
yih	二	two	3
yihgā	而家	now, at this moment	1CP;2CP; 3CP;4
Yí!	噫	Exclamation of distress	11

...yìkwaahk...?	...抑或...	..., or...? (connects two verbal expressions)	14
yīn [bāau] [dī]	烟[包][的]	tobacco	5
yīnjái [jī]	烟仔[支]	a cigarette	7.1
yìhn(jì)hauh	然(之)後	then; immediately afterwards	15
Yīngmán	英文	English language	3
Yīngmàhn	英文	English language	3
Yīnggwokyàhn [go]	英國人[個]	Englishman, person from England	2.1
yihp	頁	page	4CP;15.3
yiu	要	want, require	2CP
yiu	要	must; need; have to	5
yiu + money expression	要	want X amount, costs X amount. (i.e., the asking price is X amount)	6.1
yiu	要	going to, intend to	9
yú	魚	fish	7.1
yúhjyū [jek]	乳豬[隻]	roast suckling pig	14
yúhlāu [gihn]	雨褸[件]	raincoat	6.1
yùhnbāt [jī]	鉛筆[支]	pencil	6.1
yùhnjíbāt [jī] [dī]	原子筆[支][的]	ballpoint pen	6.2
yuhng	用	use	7CP;11

*U.S. Government Printing Office 1988: 227-039/90389

FSI Language Publications Available from
Superintendent of Documents
Washington, D.C. 20402

BASIC COURSES

Amharic	(Units 1-50)	$2.25
Amharic	(Units 51-60)	$2.50
Cambodian	(Units 1-45)	$2.00
Cambodian	(Units 46-90)	
Cantonese	(Units 1-30)	
Chinyanja	(Units 1-63)	$1.75
French (set)	(Units 1-12 / Units 13-14)	$4.00
Fula	(Units 1-40)	$2.75
German	(Units 1-12)	$2.00
German	(Units 13-24)	$1.75
Greek	(Vol. I)	$1.75
Greek	(Vol. II)	$1.00
Greek	(Vol. III)	$2.00
Hebrew	(Units 1-40)	$5.00
Hungarian	(Units 1-12)	$2.00
Hungarian	(Units 13-24)	$1.75
Kirundi	(Units 1-30)	$2.75
Kituba	(Units 1-35)	$2.25
Korean	(Vol. I)	$3.00
Korean	(Vol. II)	$4.75
Lao	(Vol I)	
Lingala	(Units 1-24)	$2.75
Luganda	(Lessons 1-94)	$2.25
More	(Units 1-48)	$1.75
Serbo-Croatian	(Units 1-25)	$3.50
Serbo-Croatian	(Units 26-50)	$4.00
Shona	(Units 1-49)	$2.50
Spanish (set)	(Units 1-15 / Units 16-30)	$12.25
Spanish	(Units 31-45)	$3.25
Spanish	(Units 46-55)	$4.00
Swahili	(Units 1-150)	$3.00
Thai	(Units 1-20)	
Thai	(Units 21-40)	
Turkish	(Units 1-30)	$3.75
Turkish	(Units 31-50)	$2.25
Twi	(Units 1-20)	$1.25
Vietnamese	(Vol. I)	$2.75
Vietnamese	(Vol. II)	$1.50
Yoruba	(Units 1-49)	$2.75

Finnish Graded Reader	$4.50
French Supplemental Exercises	$3.25
Hindi - An Active Introduction	
Hungarian Reader	$3.75
Indonesian Newspaper Reader	$1.75
Luganda Pretraining Program	
Modern Written Arabic	$4.00
Spanish Programmatic Course (Instructor's Manual-Vol. I)	$0.75
Spanish Programmatic Course (Student Workbook-Vol. I)	$2.25
Spanish Programmatic Course (Instructor's Manual-Vol. II)	
Spanish Programmatic Course (Student Workbook-Vol. II)	
Swahili General Conversation	$0.75
Swahili Geography	$0.65
Thai - Reference Grammar	$1.25
Turkish Graded Reader	
Vietnamese Familiarization Course	$1.75
Yoruba Intermediate Texts	$1.25

Supplies of all publications listed are limited, and prices are subject to change without advance notice. Rules require remittance in advance of shipment. Check or money order should be made payable to the Superintendent of Documents. Postage stamps and foreign money are not acceptable.

Tapes for the above courses are available from the National Audiovisual Center, National Archives and Record Service, GSA, National Archives Building, Room G-5, Washington, D.C. 20408.